BROOKLYN CAMPUS
LONG ISLAND UNIVERSITY

2011-2012
UNDERGRADUATE BULLETIN

BROOKLYN CAMPUS
LONG ISLAND UNIVERSITY
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In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers more than 550 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* students in degree-credit and continuing education programs in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland and Westchester. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University’s Global College provides a wide range of study abroad options at overseas centers in China, Costa Rica and India, and through program offerings in Australia, Taiwan, Thailand and Turkey.

Long Island University’s more than 600 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 182,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University’s NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism and Tilles Center for the Performing Arts provide enrichment for students and the community.

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

Accreditation and Program Registration

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

The Residential Campuses

Brooklyn Campus

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

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

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

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

C.W. Post Campus

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

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

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

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

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

### Brentwood Campus

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

The Brentwood Campus has been an innovator in developing fast-track master’s degree programs for working professionals who wish to accelerate their studies. These programs offer a set schedule of courses and a reduced tuition rate. Qualified applicants enroll as a cohort and proceed to earn the M.S. in criminal justice. A Master in Business Administration (M.B.A.) also is offered.

The Campus offers M.S. degrees in early childhood education B-2, childhood education 1-6, childhood education/special education, childhood education/literacy education B-6, mental health counseling and school counselor, as well as the M.S.Ed. in literacy B-6 and special education 1-6.

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

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

### Hudson Graduate Centers

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

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

### Long Island University at Riverhead

Long Island University at Riverhead offers high-quality undergraduate and graduate courses and programs to residents of Long Island’s East End. Conveniently located on Suffolk County Community College’s Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, it provides working adults and recent baccalaureate graduates with the opportunity to pursue a private education during the evenings and weekends.

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

Statement of Mission

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

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

To carry out its mission, the Brooklyn Campus offers comprehensive undergraduate curricula, supported by advanced courses for specialized knowledge and graduate programs in those areas in which it has developed strength or has a unique contribution to make. In addition, the campus designs programs to permit students to acquire essential literacies, intellectual curiosity, analytic and reasoning skills, and effective communication skills. By doing so, the campus serves as a conservator of knowledge, a source and promulgator of new knowledge, and a resource for the community it serves.

Undergraduate and Graduate Offerings

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

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

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

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

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

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

The Global College is designed for those students who desire an international experience during their college years, while earning a Bachelor of Arts degree.
## DIRECTORY

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<tr>
<td>Admissions</td>
<td>718-488-1011</td>
<td>(M-Th) 8 a.m.-5:30 p.m. (F) 9 a.m.-5 p.m.</td>
<td><a href="mailto:admissions@brooklyn.liu.edu">admissions@brooklyn.liu.edu</a></td>
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<tr>
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<td>Summer hours: (M-F) 8 a.m.-5 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/admissions">www.liu.edu/brooklyn/admissions</a></td>
</tr>
<tr>
<td>Richard L. Conolly College</td>
<td>718-488-1003</td>
<td>(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9 a.m.-6:30 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/conolly">www.liu.edu/brooklyn/conolly</a></td>
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<tr>
<td>School of Business, Public Administration and Information Sciences</td>
<td>718-488-1130</td>
<td>(M-Th) 9 a.m.-7 p.m. (F) 9 a.m.-5 p.m.</td>
<td><a href="mailto:business@brooklyn.liu.edu">business@brooklyn.liu.edu</a></td>
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<td><a href="http://www.liu.edu/brooklyn/sbpais">www.liu.edu/brooklyn/sbpais</a></td>
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<tr>
<td>School of Education</td>
<td>718-488-1055</td>
<td>(M-Th) 9 a.m.-6:30 p.m. (F) 9 a.m.-5 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/education">www.liu.edu/brooklyn/education</a></td>
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<td>Summer (M-Th) 9:00 a.m-6 p.m. (F) 9 a.m.-5 p.m.</td>
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<td>School of Health Professions</td>
<td>718-780-6578</td>
<td>(M-F) 9 a.m.-5 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/health">www.liu.edu/brooklyn/health</a></td>
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<tr>
<td>School of Nursing</td>
<td>718-488-1059</td>
<td>(M-F) 9 a.m.-5 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/nursing">www.liu.edu/brooklyn/nursing</a></td>
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<tr>
<td>The Office of Student Development and Retention</td>
<td>718-488-1042</td>
<td>(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9 a.m.-6:30 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/osdr">www.liu.edu/brooklyn/osdr</a></td>
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<td>Arnold &amp; Marie Schwartz College of Pharmacy and Health Sciences</td>
<td>718-488-1004</td>
<td>(M-F) 9 a.m.-5 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/pharmacy">www.liu.edu/brooklyn/pharmacy</a></td>
</tr>
<tr>
<td>Global College</td>
<td>718-780-4312</td>
<td>(M-F) 9 a.m.-5 p.m.</td>
<td><a href="mailto:globalcollege@liu.edu">globalcollege@liu.edu</a></td>
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<td><a href="http://www.liu.edu/brooklyn/globalcollege">www.liu.edu/brooklyn/globalcollege</a></td>
</tr>
<tr>
<td>Integrated Student Financial Services</td>
<td>718-488-1038</td>
<td>(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9 a.m.-6:30 p.m.</td>
<td><a href="mailto:isfs@brooklyn.liu.edu">isfs@brooklyn.liu.edu</a></td>
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<td><a href="http://www.liu.edu/brooklyn/financial-services">www.liu.edu/brooklyn/financial-services</a></td>
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<tr>
<td>International Students</td>
<td>718-488-1216</td>
<td>(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9 a.m.-6:30 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/international-students">www.liu.edu/brooklyn/international-students</a></td>
</tr>
<tr>
<td>Library</td>
<td>718-780-4513</td>
<td>(M, W, Th) 8 a.m. – 10 p.m. (Tu) 9 a.m. – 10 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/library">www.liu.edu/brooklyn/library</a></td>
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<td>(F) 9 a.m. – 5 p.m. (Sat.) 9 a.m. – 6 p.m.</td>
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<td>(Sun.) 11 a.m. – 5 p.m. Summer (M-Th) 9 a.m. – 8 p.m. (Sat.) 9 a.m. – 6 p.m.</td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td>718-488-1013</td>
<td>(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 10:30 a.m.-6:30 p.m. Summer (M-Th) 9 a.m.-5 p.m. (Tu, W) 10:30 a.m.-6:30 p.m. (F) 9 a.m.-4 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/registrar">www.liu.edu/brooklyn/registrar</a></td>
</tr>
<tr>
<td>Residence Life and Housing</td>
<td>718-488-1046</td>
<td>(M-Th) 9 a.m.-7 p.m. (F) 9 a.m.-5 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/reslife">www.liu.edu/brooklyn/reslife</a></td>
</tr>
<tr>
<td>School of Continuing Studies</td>
<td>718-488-1010</td>
<td>(M-Th) 9 a.m.-6:30 p.m. (F) 9 a.m.-5 p.m.</td>
<td><a href="mailto:scsinfo@brooklyn.liu.edu">scsinfo@brooklyn.liu.edu</a></td>
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<td></td>
<td><a href="http://www.liu.edu/brooklyn/scs">www.liu.edu/brooklyn/scs</a></td>
</tr>
<tr>
<td>Student Leadership and Development</td>
<td>718-488-1216</td>
<td>(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9:00 a.m.-6:30 p.m.</td>
<td><a href="http://www.liu.edu/brooklyn/studentactivities">www.liu.edu/brooklyn/studentactivities</a></td>
</tr>
</tbody>
</table>
Students can meet with a Career Counselor to help


career readiness of all students as well as the

Services and Senior Year Advising focuses on the

Assistance Program. The Office of Career

Program's signature service: the Scholarship

invited to participate in Sophomore Year

rigorous application process and all students are

Sophomore Year Counselors in preparing for the

entering professional programs may consult with

professional and personal development. Students

focus on academic success and major exploration

decisions. Sophomore Year Programs continues to

make their own well-informed academic

Orientation, as well as the technological means to

transitional program for all entering freshmen that

community engagement throughout a multilayered

Programs emphasizes college readiness and

sophomores and upperclassmen. First Year

encompasses the unique needs of freshmen,

of Student Development and Retention by a

The LIU plan is tied together within the Office

and successful lives.

students develop a full sense of their own interests

abilities and to help them identify early the

many resources the University provides as they

begin to shape their education and their future.

Statement of Mission

The purpose of the LIU Plan is to provide

students with a truly holistic approach to their

academic, personal and professional development. 

Drawing on the university’s diverse campus life, 

the LIU Plan seeks to empower students to take 

charge of their education and lives through 

comprehensive academic advising, career 

counseling, and support programs within the 

Office of Student Development and Retention. 

Allowing students to work closely with a broad 

range of specialized advisers and counselors, the

LIU Plan enables students to develop skills and 

talents that can lead to responsible, well-informed 

and successful lives.

Counseling: The Keystone

The LIU plan is tied together within the Office 

of Student Development and Retention by a 

multifaceted approach to student development that 

encompasses the unique needs of freshmen, 

sophomores and upperclassmen. First Year 

Programs emphasizes college readiness and 

community engagement throughout a multilayered 

transitional program for all entering freshmen that 

includes Freshman Advising, New Student 

Orientation and a variety of learning communities. 

Students are introduced to core requirement and 

major prerequisites as early as New Student 

Orientation, as well as the technological means to 

make their own well-informed academic 

decisions. Sophomore Year Programs continues to 

focus on academic success and major exploration 

while introducing students to the foundations of 

professional and personal development. Students 

entering professional programs may consult with 

Sophomore Year Counselors in preparing for the 

rigorous application process and all students are 

invited to participate in Sophomore Year 

Program’s signature service: the Scholarship 

Assistance Program. The Office of Career 

Services and Senior Year Advising focuses on the 

career readiness of all students as well as the 

crucial transitional needs of graduating seniors. 

Students can meet with a Career Counselor to help

them identify their own career values, goals, 

interests and abilities. Juniors and Seniors can 

also meet with a counselor to receive assistance in 

navigating their degree audit and narrowing the 

path to graduation. Together, these counselors and 

advisers are dedicated to crafting individual plans 

for success to meet the individualized needs of all 

LIU students.

The Experience Factor

Through professional-level experience students 

learn much about themselves and their career 

options; therefore, the LIU Plan provides students 

with a wealth of experiential education 

opportunities. With the belief that undergraduate 

education is both enhanced and broadened by 

exposure to different settings, opportunities for 

internships, service learning and leadership 

development are designed to provide students with 

both challenge and variety. Consultation between 

campus departments and the Office of Student 

Development & Retention ensures students’ 

professional development and permits close 

linkages between work and life experiences with 

students’ academic growth. Workplace experience 

can also provide professional-level income to help 

with the costs of college; the opportunity to make 

valuable contact with major corporations, 

government, business and professional firms, and 

educational and cultural institutions; the 

credentials attractive both to prospective 

employers and graduate programs; and the chance 

to test a career field or investigate advanced study. 

Courses and workshops clustered around direct 

experience range from immersion-learning in First 

Year Program’s Academic Community for 

Exploration to extended systematic exploration 

throughout the sophomore year and beyond, 

culminating in the Cooperative Education 

Program. In collaboration with First Year 

Programs and the Cooperative Education I: Career 

Readiness course, the Cooperative Education 

Program is an agency through which students are 

guided to personal accomplishment, professional 

mentoring, and preparation for the world of work. 

The experience with the Cooperative Education 

Program is extended throughout undergraduate 

studies to include leadership roles, whether 

through engagement in campus activities and clubs 

or through academic excellence and recognition by 

honors societies housed in various offices.

Essential Literacies and Academic 

Excellence

The best employers and graduate and 

professional schools look for qualities of the mind 

and imagination that distinguish independent 

thinkers and leaders. The LIU Plan seeks to 

develop essential literacies to assure students 

develop the financial, technological, academic, and 

life skills necessary to succeed in the workplace 

and as global citizens. The University encourages 

its students to take a long-range view of their own 

potential and to acquire the knowledge and skills 

needed to ensure a lifetime of personal growth and 

progress. Through its core curriculum, specialized 

advisement through the LIU Plan, skills training, 

and emphasis on experiential education, the 

University further seeks to prepare its students for 

the demands of conflicting arenas in a fast-moving 

and changing society.
# Academic Calendar 2011-2012

## Fall 2011

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person Registration</td>
<td>Aug. 22 - Sept. 2, 2011 (Mon. - Fri.)</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>Sept. 5, 2011</td>
</tr>
<tr>
<td>Convocation Day</td>
<td>Sept. 6, 2011</td>
</tr>
<tr>
<td>Weekday Classes Begin</td>
<td>Sept. 7, 2011</td>
</tr>
<tr>
<td>Late registration and program changes</td>
<td>Sept. 7-13, 2011</td>
</tr>
<tr>
<td>Semester Classes Meeting Saturday &amp; Sunday begin</td>
<td>Sept. 10 &amp; 11, 2011</td>
</tr>
<tr>
<td>First Weekend Session Classes Begin</td>
<td>Sept. 10 &amp; 11, 2011</td>
</tr>
<tr>
<td>Late Registration Ends</td>
<td>Sept. 13, 2011</td>
</tr>
<tr>
<td>Awarding of September Degrees</td>
<td>Sept. 16, 2011</td>
</tr>
<tr>
<td>Deferred Final Exams</td>
<td>Oct. 3, 2011</td>
</tr>
<tr>
<td>Last Day to Apply for January Degree</td>
<td>Oct. 7, 2011</td>
</tr>
<tr>
<td>Last Day to Apply for Comprehensive Examination</td>
<td>Oct. 7, 2011</td>
</tr>
<tr>
<td>First Weekend Session Final Examinations</td>
<td>Oct. 22-23, 2011</td>
</tr>
<tr>
<td>Second Weekend Sessions Classes Begin</td>
<td>Oct. 29-30, 2011</td>
</tr>
<tr>
<td>Last Day to Withdraw from Undergraduate Courses</td>
<td>Nov. 2, 2011</td>
</tr>
<tr>
<td>Election Day Classes in Session</td>
<td>Nov. 8, 2011</td>
</tr>
<tr>
<td>Last Day to Submit Thesis and Complete Degree Requirements</td>
<td>Nov. 16, 2011</td>
</tr>
<tr>
<td>Wednesday Follows a Friday Schedule</td>
<td>Nov. 23, 2011</td>
</tr>
<tr>
<td>Fall Recess Begins</td>
<td>Nov. 24, 2011</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Nov. 26, 2011</td>
</tr>
<tr>
<td>Second Weekend Session Final Examinations</td>
<td>Dec. 10 &amp; 11, 2011</td>
</tr>
<tr>
<td>Semester Classes Meeting Saturday &amp; Sunday End</td>
<td>Dec. 10 &amp; 11, 2011</td>
</tr>
<tr>
<td>Semester Classes Meeting Monday – Friday End</td>
<td>Dec. 15, 2011</td>
</tr>
<tr>
<td>Last Day to Withdraw from Graduate Courses</td>
<td>Dec. 15, 2011</td>
</tr>
<tr>
<td>Final Examinations Undergraduate &amp; Graduate</td>
<td>Dec. 16 - 22, 2011</td>
</tr>
<tr>
<td>Winter Recess Begins</td>
<td>Dec. 23, 2011</td>
</tr>
</tbody>
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## Spring 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>In-Person Registration</td>
<td>Jan. 3 - 13, 16, 2012</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day</td>
<td>Jan. 16, 2012</td>
</tr>
<tr>
<td>Weekday Classes Begin</td>
<td>Jan. 17, 2012</td>
</tr>
<tr>
<td>Late Registration and Program Changes</td>
<td>Jan. 17-20, 23, 2012</td>
</tr>
<tr>
<td>Awarding of January Degrees</td>
<td>Jan. 20, 2012</td>
</tr>
<tr>
<td>Semester Classes Meeting Saturday &amp; Sunday Begin</td>
<td>Jan. 21 - 22, 2012</td>
</tr>
<tr>
<td>First Weekend Session Classes Begin</td>
<td>Jan. 21 - 22, 2012</td>
</tr>
<tr>
<td>Late registration ends</td>
<td>Jan. 23, 2012</td>
</tr>
<tr>
<td>Deferred Final Examinations</td>
<td>Jan. 30, 2012</td>
</tr>
<tr>
<td>Last Day to Apply for May Degree</td>
<td>Feb. 3, 2012</td>
</tr>
<tr>
<td>Last Day to Apply for Comprehensive Examination</td>
<td>Feb. 3, 2012</td>
</tr>
<tr>
<td>President’s Day – No Classes</td>
<td>Feb. 20, 2012</td>
</tr>
<tr>
<td>Tuesday Follows a Monday Schedule</td>
<td>Feb. 21, 2012</td>
</tr>
<tr>
<td>Midterm Examinations - Classes in Session</td>
<td>Feb. 27 - March 9, 2012</td>
</tr>
<tr>
<td>First Weekend Session Final Examinations</td>
<td>Mar. 3 &amp; 4, 2012</td>
</tr>
<tr>
<td>Second Weekend Session Classes Begin</td>
<td>Mar. 10 &amp; 11, 2012</td>
</tr>
<tr>
<td>Spring Recess Begins</td>
<td>Mar. 12, 2012</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Mar. 19, 2012</td>
</tr>
<tr>
<td>Last Day to Withdraw from Undergraduate Courses</td>
<td>Mar. 21, 2012</td>
</tr>
<tr>
<td>Last Day to Submit Thesis and Complete Degree Requirements</td>
<td>Apr. 6, 2012</td>
</tr>
<tr>
<td>Second Weekend Session Final Examinations</td>
<td>Apr. 28 &amp; 29, 2012</td>
</tr>
<tr>
<td>Semester Classes Meeting Saturday &amp; Sunday End</td>
<td>Apr. 28 &amp; 29, 2012</td>
</tr>
<tr>
<td>Semester Classes Meeting Monday - Friday End</td>
<td>May 1, 2012</td>
</tr>
<tr>
<td>Last Day to Withdraw from Graduate Courses</td>
<td>May 1, 2012</td>
</tr>
<tr>
<td>Study Day</td>
<td>May 2, 2012</td>
</tr>
<tr>
<td>Final Examinations Undergraduate &amp; Graduate</td>
<td>May 3 - 9, 2012</td>
</tr>
<tr>
<td>Last Day to Complete Withdrawal Appeal Process</td>
<td>May 9, 2012</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>May 10, 2012</td>
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<tr>
<td>Conferral of May Degrees</td>
<td>May 11, 2012</td>
</tr>
<tr>
<td><strong>Summer I 2012</strong></td>
<td><strong>Summer II 2012</strong></td>
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</tr>
<tr>
<td>Registration &amp; Program Changes</td>
<td>Registration &amp; Program Changes</td>
</tr>
<tr>
<td>May. 10 &amp; 11, 2012</td>
<td>June 27 &amp; June 28, 2012</td>
</tr>
<tr>
<td>Weekend Session Classes Begin</td>
<td>No Registration or Program Changes</td>
</tr>
<tr>
<td>May 12 &amp; 13, 2012</td>
<td>June 29, 2012</td>
</tr>
<tr>
<td>Weekday Classes Begin</td>
<td>Weekday Classes Begin</td>
</tr>
<tr>
<td>May 14, 2012</td>
<td>July 2, 2012</td>
</tr>
<tr>
<td>Late Registration Ends</td>
<td>Late Registration Ends</td>
</tr>
<tr>
<td>Last Day to Withdraw from Undergraduate Course</td>
<td>Last Day to Withdraw from Undergraduate Courses</td>
</tr>
<tr>
<td>May 22, 2012</td>
<td>July 11, 2012</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>Weekend Session Final Examinations</td>
</tr>
<tr>
<td>Deferred Final Examinations</td>
<td>Last Weekday Class</td>
</tr>
<tr>
<td>June 4, 2012</td>
<td>August 13, 2012</td>
</tr>
<tr>
<td>Last Day to Apply for September Degree</td>
<td>Last Day to Submit Thesis and Complete Degree Requirements</td>
</tr>
<tr>
<td>June 6, 2012</td>
<td>August 13, 2012</td>
</tr>
<tr>
<td>Last Day to Apply for Comprehensive Examination</td>
<td>Last Day to Withdraw from Graduate Courses</td>
</tr>
<tr>
<td>June 6, 2012</td>
<td>August 13, 2012</td>
</tr>
<tr>
<td>Weekend Session Final Examinations</td>
<td>Last Day to Complete Withdrawal Appeal Process</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>June 25, 2012</td>
<td>Last Class Meeting</td>
</tr>
<tr>
<td>Last Day to Withdraw from Graduate Courses</td>
<td></td>
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<tr>
<td>June 25, 2012</td>
<td></td>
</tr>
<tr>
<td>Last Day to Complete Withdrawal Appeal Process</td>
<td></td>
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<tr>
<td>June 25, 2012</td>
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<tr>
<td>Final Examinations</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>Last Class Meeting</td>
<td>Last Class Meeting</td>
</tr>
</tbody>
</table>
ADMISSION

All communications concerning admission to the Richard L. Conolly College of Liberal Arts and Sciences, the School of Business, Public Administration and Information Sciences, the School of Education, the School of Health Professions, the School of Nursing and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences should be addressed to the Office of Admissions, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-5372; (718) 488-1011 or by visiting the Brooklyn Campus website at www.liu.edu/brooklyn/admissions. Students are also invited to email the Admissions Office at admissions@brooklyn.liu.edu.

Admission Policies and Procedures

The following admission policies and procedures are in place to help direct the student through the admissions and enrollment process and are intended to maintain the quality of our academic programs while representing the Brooklyn Campus mission statement. The mission of Long Island University is to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.

All admission policies and procedures are at the discretion of the Dean of Admissions and may be altered, deleted or revised at any time.

Applications for admission are accepted on a rolling admission basis for the fall and spring semesters. Most programs welcome new students—freshmen and transfer—on both semesters. Entry for the Dance (freshmen and transfer), Pharmacy (transfer-third year professional phase) may only apply for and be admitted for the fall semester. Summer semester applications are welcome but students are encouraged to consider the fall or spring semesters due to course offerings and curriculum sequencing.

Please review the following applicant definitions to better understand the application procedures and policies that pertain to your personal situation. If you need assistance with understanding the criteria required for your application, please contact the Office of Admissions directly for more information.

Freshmen:
• students graduating high school in the same year as the term for which they intend to enroll AND less than 24 transferrable credits
• or students enrolled in post-secondary instruction with less than 24 transferrable credits
• or students who have completed the criteria for a high school diploma but have not enrolled in post-secondary education

Transfer:
• students previously and/or currently enrolled, part-time or full-time, in community college, college or university with 24 or more transferrable credits.
• or students who have previously completed an associate's degree at a regionally accredited college or university
• or students who have previously completed a bachelor's degree and are applying to the professional phase of Pharmacy, Nursing, Athletic Training, or Occupational Therapy.

International:
• students who do not hold U.S. Citizenship nor permanent resident status.

Visiting:
• students who are applying for admission but not seeking to complete a degree of study; students are limited to maximum of twelve credits without requirement to enroll in a degree program. (See “Visiting Student” for more information).

Application Process and Program Deadlines

While most programs do not have a specific application deadline the sooner a student submits a completed application for review the earlier the student could receive a final admission decision. Students applying to the Brooklyn Campus of Long Island University are encouraged to submit their completed application no later than April 15th for the fall term and December 1st for the spring term to ensure that an admission decision can be completed in a timely manner to enroll. (International students are strongly encouraged to submit their application for review no later than May 1st for the fall term and November 1st for the spring term.)

While the University recommends deadlines for submitting an application for admission, Long Island University Brooklyn Campus does honor a rolling admission process.

Please note the academic programs that DO require a complete application by a deadline date:

<table>
<thead>
<tr>
<th>Program</th>
<th>Deadline for fall 2012 entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Pharmacy (professional phase)</td>
<td>January 5, 2012</td>
</tr>
<tr>
<td>Occupational Therapy (professional phase)</td>
<td>February 1, 2012</td>
</tr>
<tr>
<td>Speech Language Pathology (B.S./M.S.)</td>
<td>March 30, 2012</td>
</tr>
</tbody>
</table>

Complete Applications

Application evaluation is based on several criteria including program space availability. Students are encouraged to submit completed (see “complete application guidelines” below) applications as early as possible for the preferred term of entry so as to be given full consideration for admission.

Complete application Guidelines:

Please visit www.liu.edu/brooklyn/admissions for updates to application procedures, requirements, deadlines and important information related to programs of study as information may change during the course of the admissions and enrollment cycle.

Freshmen Applicants:
• LIU-Brooklyn application form (paper or online) or The Common Application (paper or online), including the Brooklyn Campus supplement, with a non-refundable application fee of $40.00 USD; students may request a fee waiver from the College Board or National Association for College Admission Counseling (NACAC).
• Official transcripts from your high school showing the most recent, completed coursework; or official copy of GED score report. Current high school seniors are encouraged to submit senior year grades and, in some cases, first-quarter or mid-year grades will be required for review. Applicants who have graduated from high school should provide an official, final transcript that shows proof of high school graduation.
• Official copy of SAT or ACT test scores from ETS if not included on your official high school transcript (see “Standardized Testing: SAT, ACT, and tests of English as a foreign language” for more information).
• Official copy of TOEFL, IELTs or iBT if English is not the student’s native language; students may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT Critical Reading section.
• One letter of recommendation from instructor, guidance counselor, advisor or supervisor is required. (Additional requirements related to letters of recommendations may apply; see specific program guidelines below.)
• 250 word minimum personal statement

Transfer Applicants:
• LIU-Brooklyn application form (paper or online) or The Common Application (paper or online), including the Brooklyn Campus supplement, with a non-refundable application fee of $40.00 USD.
• Official transcripts from each college or university attended (additional course descriptions may be required for admissions or credit evaluation).
• Transfer students with fewer than 24 college credits must submit an official high school transcript showing proof of graduation or official copy of GED score report.
• Official copy of SAT or ACT test scores from ETS if not included on your official high school transcript (see “Standardized Testing: SAT, ACT and test of English as a foreign language” for more information).
language" for more information:

- Official copy of TOEFL, IELTs or iBT if English is not the student's native language; students may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT Critical Reading section.
- One letter of recommendation from instructor, transfer advisor, or supervisor is required. (*Additional requirements related to letters of recommendations may apply; see specific program guidelines below.)
- 250 word minimum personal statement
- Transfer students who have been dismissed from their previous institution must provide evidence that they are eligible to return

International Applicants:

International applicants (either freshmen or transfer) must follow the above criteria and the following additional requirements:

- Students must submit official transcripts in original language with English translation/evaluation (if applicable) from an approved evaluator. Transfer students are required to submit a course-by-course evaluation of courses taken at the postsecondary level outside the United States.
- Official copy of TOEFL, IELTs or iBT if English is not the student's native language; students may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT Critical Reading section.
- All applicants seeking an F-1 student visa are required to submit an affidavit of financial support equaling one year of tuition, room and board. (Please visit the website at www.liu.edu/admissions to review the total required for proof of financial support.)
- Pharmacy (professional phase) applicants: Students must apply through the otcas.org website AND submit a supplemental application directly to the Office of Admission by the listed deadline date. Candidacy for the program may be affected by missing deadline dates and/or failing to comply with the application procedures.
- Occupational Therapy (professional phase) applicants: Students must apply through the otcas.org website AND submit a supplemental application directly to the Office of Admission by the listed deadline date. Candidacy for the program may be affected by missing deadline dates and/or failing to comply with the application procedures.
- Letters of Recommendation and Interview requirements: In general, admission interviews are not required. However, the programs listed above include an interview in their departmental review process. If the department requires an interview, your final admission decision will be pending until your interview is completed.

<table>
<thead>
<tr>
<th>Program</th>
<th># of Letters</th>
<th>Interview Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Therapy</td>
<td>3 letters</td>
<td>YES</td>
</tr>
<tr>
<td>(professional phase)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Language Pathology</td>
<td>3 letters</td>
<td>YES</td>
</tr>
<tr>
<td>(professional phase)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy (professional phase)</td>
<td>2 letters</td>
<td>YES</td>
</tr>
</tbody>
</table>

Auditions and Portfolio Requirements

Students applying to the B.S or the B.F.A. in Dance are required to audition for admission to the programs. For more information about the programs, audition process and audition dates visit the departmental website at www.liu.edu/dance.

Students applying to the B.F.A. in Studio Art or the B.F.A. in Computer Art are required to submit a portfolio of work for admission to the programs. For more information about the programs and the portfolio review process please visit www.liu.edu/brooklyn/art or www.liu.edu/brooklyn/mediaarts.

Students applying to the Music program are not required to audition prior to admission but will be required to audition prior to enrollment. Please visit www.liu.edu/brooklyn/music.

Submitting Applications and Supporting Credentials

Students applying using a paper application are required to send the application, along with the $40.00 application fee (check or money order) to:

Long Island University
Brooklyn Campus
Office of Admissions
1 University Plaza
Brooklyn, New York 11201

Students utilizing The Common Application should follow the application instructions and mailing instructions published on-line, or paper, with The Common Application.

All applicants must send supporting application materials—official transcripts, recommendations, and personal statement (if not submitted on-line) to:

Long Island University
Brooklyn Campus
Admissions Processing Center
P.O. Box 810
Randolph, Massachusetts 02368-0810

- Place the credential cover sheet (found on-line at www.liu.edu/brooklyn/admissions/forms-documents or as part of the paper application) as the top sheet of the package sent to the processing center.
- Do Not send slides, photographs, portfolios, CD's, DVD's, awards, newspaper articles, checks or cash.
- SAT, ACT, TOEFL or IELTs scores are to be sent electronically to the Brooklyn Campus (Code: 2369) from the testing agency or sent directly to the Brooklyn Campus Office of Admissions.
- International applicants please forward all materials to the LIU Brooklyn Campus Office of Admissions.

Admission to the University

Freshmen Students

Entering freshmen are admitted with the expectation that they will profit from the educational opportunities provided by the Brooklyn Campus of Long Island University. Students are reviewed, and admitted, in most cases, directly into a bachelor or bachelor of fine arts degree. Some professional degree programs offer undergraduate students the opportunity to prepare for the professional phase by admitting to a "pre-professional" track. Under those circumstances, admission to the professional phase is not guaranteed and students may be required to "re-apply" through the department for admission to the professional phase once the necessary coursework has been completed.

The Admissions Office will take into consideration for final admission decision the following: grades in high school and, if applicable, in college-level course work; prior academic record relative to the applied for program; SAT/ACT test scores; tests of English as a foreign language (TOEFL, IELTs or iBT); personal statement; letter(s) of recommendation; interview (if required by department); portfolio/audition (as required by department). Additionally, students' applications will be assessed for evidence of academic progress and potential for success at the university level. Evidence of leadership, community service, and life experience affecting students' previous academic record will be taken into account but may not affect the final admission decision if the student is not academically prepared for direct admission to their program of choice or for admission to one of the University's alternative admission programs. Students must provide the Office of Admissions a final, official high school transcript prior to enrolling at the University.

Most applicants accepted as freshmen have completed a college preparatory program including:

- 4 Carnegie units of English
- 3 Carnegie units of mathematics (Algebra I, II and Geometry)
- 3 Carnegie units of sciences (w/ laboratory)
- 3 Carnegie units of social science
- 2 Carnegie units of foreign language (in
sequence)
Candidates for the Bachelor of Science degree who plan to major in natural science or mathematics are to include in their high school preparation intermediate algebra (algebra II), trigonometry, one unit of biology, and one of chemistry or physics.

*Additional academic requirements may be required, or strongly recommended. Please review the individual program sections of this catalog for more details.

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

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

A credit evaluation of previously completed coursework will be included as part of the student's final decision process but may not always accompany the student's admission decision. An official evaluation will be posted to the student's Brooklyn Campus record when final official transcripts have been received by the Admissions Office. All final official transcripts must be received prior to the student starting his or her studies at the Brooklyn Campus of Long Island University.

Coursework is transferrable to Long Island University's Brooklyn Campus if it is equivalent to a course currently offered at the Brooklyn Campus and was earned at a regionally accredited college or university with a grade of C or better. Courses not approved for transfer through the admissions process may be reviewed at the departmental level and after approval credited to the student's transcript. Other transferrable credit considered may include: Advanced Placement credit (3 or higher in all subjects), International Baccalaureate credit (HL 4 or higher), Advanced Levels (A,B, or C), CLEP (score of 50 or higher) and Excelsior College credit.

To qualify for the bachelor's degree, students admitted with advanced standing must complete in senior residence a minimum of 32 credits, including 15 credits of advanced work in their major in all schools and faculties. Advanced standing credit is provisional until students have completed at least 32 credits with a grade point average of 2.0 (C). To qualify for graduation, all students must also complete all other graduation and major requirements, including the requisite number of credits in the liberal arts and sciences.

Students wishing to transfer from other campuses of Long Island University are required to complete the Brooklyn Campus application for new students and must be in good academic standing. Transcripts and copies of the student's original records will be sent upon filing a request form in the Registrar's Office of the parent institution. Admission to Brooklyn Campus programs is not guaranteed and is subject to a complete application evaluation.

The Brooklyn Campus of Long Island University may admit recipients of associate degrees from accredited community or junior colleges. Such students will be accepted as juniors in the bachelor's degree program with full value of credit (60 or 64 credits), unless they have specialized in a highly technical or professional program, and will be programmed for their junior year as if they had completed all of the first two years of required work. In their subsequent required credits, they will be expected to complete the requirements of the chosen major and continue so far as possible toward completing other Long Island University requirements, except that the total number of credits will not normally exceed 128.

Possible exceptions to the foregoing may occur for Education majors, Physical Education majors, Health Science majors, professional phase Pharmacy students, professional phase Nursing majors, Science majors, Accounting majors intending to qualify to sit for the CPA examinations, students intending to major in a field other than that for which they received the associate degree, professional phase Pharmacy students and students planning to prepare to teach at the secondary school level.

To qualify for the bachelor's degree, all students must also complete the requisite number of credits in the liberal arts and sciences. Transfer students are evaluated for their prior academic achievement for their ability to meet curricular requirements for the intended program of study at the Brooklyn Campus of Long Island University. Cumulative grade point averages as well as grade point average for specific areas of study (i.e. overall science G.P.A.) may be considered for admission to specific areas of study.

The Brooklyn Campus of Long Island University has articulation agreements with Kingsborough Community College, LaGuardia Community College, Borough of Manhattan Community College, New York City College of Technology and Bergen Community College for selected plans of study in the School of Business, Public Administration and Information Sciences, the School of Education and the School of Health Professions. More information regarding these agreements and to find out about additional agreements as they are developed can be found on the Admissions website at www.liu.edu/brooklyn/admissions.

International Students
International students are welcomed to study at the Brooklyn Campus. Freshmen and transfer students are evaluated for overall academic achievement as well as English language proficiency. Students meeting the academic admission standards for a program of study but not meeting English proficiency requirements (61-79) may be offered Conditional Admission to the Brooklyn Campus. Students offered conditional admissions may enroll in a degree program after successfully completing the ELI level 8 of the Intensive English Language Program or providing evidence of English proficiency.

In order to enter the United States to study, an international student will need a Certificate of Eligibility for Nonimmigrant (F-1) Student Status (SEVIS Form I-20). When applying for an F-1 visa, the applicant must submit a valid Form I-20 to the United States Embassy or Consulate in his or her country. In addition to these forms, the applicant will have to present a passport and evidence of financial support.

Long Island University requires the following information to prepare a Form I-20:

• Name – first and last (exactly as it appears on one's passport)
• Address (foreign home address)
• Mailing address (if different from home address)
• Country of citizenship
• Country of birth
• Copy of passport (pages with biographical information only)
• SEVIS number (if previously assigned to by the INS)
• Copy of current I-20 (if currently studying in the United States)

Long Island University will send the I-20 Form to the applicant after he or she has gained admission, submitted evidence of financial support and submitted the tuition deposit in the amount of $250.00 (USD).

Notification of Admission Decision

Please note: the Office of Admissions utilizes a blend of mediums to communicate with students including: traditional mailings through USPS, e-mail, Facebook notifications and telephone outreach. Please be sure to check all addresses and points of contact for messages from the Office of Admissions and other Enrollment Offices.

Acceptance
Students will be notified of the admissions decision including the program of study if admitted, shortly after all the necessary documents (application, official transcript(s), and official test score report) are received. Students admitted on or before April 1st for the fall term are required to indicate their intent to enroll no later than May 1st.
Students admitted after April 1st for the fall term, or admitted for the spring term, are required to indicate their intent to enroll by the date indicated on their offer of admission. Students must indicate their intent to enroll by submitting a $200 USD non-refundable deposit (check or money order); the deposit amount may vary for some programs of study. Please refer to the offer of admission for the exact amount required. Some students may also need to make additional deposits to secure housing. The deposit is applied to the first semester's tuition. Students with questions about the required deposit should contact the Office of Admission for assistance.

Deny

Student not offered admission to their primary choice of study will be evaluated automatically for alternative choice majors and may be evaluated for admission to PAS (Program for Academic Success). Students not admitted to the University are strongly encouraged to pursue other academic options and welcome to reapply for a future term.

Wait List

In some cases, depending on space availability, the Office of Admission may offer a candidate a place on a Wait List. The Brooklyn Campus Wait List decision is neither an offer of admission nor a decision to deny admission. The Wait List indicates that the student will be notified, generally after May 1st, if space has become available in the program of choice. Students offered a place on the Wait List will be given the opportunity to indicate an alternate choice of program, if not listed on the application, for admission review. Admission to the alternate choice of review is not guaranteed. If a student is admitted to the alternate choice they will no longer be eligible for admission to the original choice of major and taken off the Wait List for that program.

Student who elect to remain on the Wait List will be notified about the status of the Wait List no later than July 1st: if students are placed on the Wait List after July 1st the Office of Admissions will notify students of their status no later than August 15th.

In the event that space is not available the Office of Admissions will notify students and provide the students the opportunity to select an alternative major. Admission to an alternative choice of major is not guaranteed.

Deferring and Reactivating

Students admitted for a current/active term may elect to enroll in a future term. In order to qualify for a deferral or reactivation, students must:

- Be admitted
- Not have already attended a class/course for term admitted
- Indicated prior to the start of the term the student wishes to enroll for a future term
- Successfully completed all coursework presented for evaluation; final transcripts are received and have met terms of enrollment.

Students who wish to "defer" are not intending to enroll in courses at any other college or university. Deferred students will be moved to a future term without re-evaluation of academic record.

Reactivated students are requesting that their application be moved to a future term for consideration. However, admission for that future term is not guaranteed. Often students electing to enroll at another college or university for the interim between original admit term and future intended enrollment term are considered "reactivated" students. Reactivated applicants must submit all updated academic records for the re-evaluation process.

New Student Enrollment

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

- Once the tuition deposit/intent to enroll is received students will receive a New Student Enrollment Guide that outlines important "next steps" and enrollment information.
- International students are required to pay a deposit in order to receive their I-20. Once students receive their I-20 released by the Brooklyn Campus they are able to begin the process of obtaining an F-1, M-1 or J-1 visa to study in the United States.
- Students are required to submit all final official transcripts (high school and/or college transcripts) prior to enrolling in the fall.
- Students may also be required to submit additional information or meet admissions conditions (some conditions may require completion through the student’s first semester or first year of study). It is the student’s responsibility to follow through with completing their admission/enrollment conditions. Failure to do so may impact future term registration.
- Students planning to live on campus are required to submit a separate housing deposit along with a housing application. Students who submit an application are not guaranteed housing. However, every effort will be made to meet students’ request for accommodations.
- Students are encouraged to complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is used to award students financial assistance including any University merit-based scholarships that the student is awarded.
- Students are required to complete and return health and immunization forms to the University Health and Medical Services Office.
- Freshmen students will receive mathematics and English placement information from Freshmen Advising prior to attending New Student Orientation. Transfer students with less than 24 credits and no evidence of completing the equivalent of the Brooklyn Campus English and mathematics requirements will be required to take the Brooklyn Campus placement exam. Students who wish to continue foreign language studied in high school must be placed at the appropriate level by the Foreign Languages Department.
- All new students will be required to attend New Student Orientation to register for their first semester courses and activate their MyLIU account. International New Student Orientation is held immediately preceding the start of the semester. Students will be able to sign-up for a New Student Orientation date once they have committed to attending the University.
- Students admitted to the professional phase of the Nursing program are required to complete the HESI A2 exam with a required minimum score of 75 in each area: vocabulary, grammar, reading comprehension, and mathematics section.
- Students who decide not to enroll at the Brooklyn Campus after committing to enrollment must:
  - Contact the Office of Admission
  - Notify the Registrar in writing (if registered for courses)
  - Contact the Integrated Student Financial Services Office

These steps are important If you make alternate plans for enrolling; failure to complete the notification process may have serious financial implications especially if you have registered for courses and a bill has been generated for your tuition and/or housing.

Policies Related to Enrollment and Admission Programs

Plan for Academic Success (PAS)

The PAS program will review applicants who do not meet the requirements for admission directly into their intended program of study. Students offered admission into PAS will be considered based on their scholastic background and their potential for future success at the Brooklyn Campus.

Plan for Academic Success requires students to be enrolled for one-year. At the successful conclusion of the PAS year, 24 credits and a cumulative GPA of 2.0 or higher, students will be prepared and advised for transferring into a degree program offered at the Brooklyn Campus. However, students may not be eligible for all programs of study.

PAS provides students a unique supportive environment where they are introduced to student services, workshops, group advising sessions, and social/community-based programs designed to foster their success at the university/collegiate level.

Veterans

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

**Readmission to the Brooklyn Campus**

Students who have interrupted their studies for a semester (Summer sessions not included) are required to file a readmission application with the Office of Admissions. Readmitted students must fulfill graduation requirements in effect the year of readmission.

Probationary students who withdrew from the University and are applying for readmission must have the approval of the appropriate Dean from the school at which the student was last enrolled as a student. Students wishing to change their program will then be advised through the admission process and evaluated for admission into their new program of study.

Students who have been suspended or dismissed for academic reasons must have their applications for readmission referred to the appropriate committee on scholastic standing. Readmission applications for dismissed students must be filed no later than August 10 for the Fall semester, January 10 for the Spring semester, and May 10 for the Summer semester.

**Visiting Students**

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

**Student Support Services**

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

Students in need of additional support may investigate the services offered through the Student Support Services Program for physically and/or learning disabled and/or Academically At-Risk first generation low income students. This Federally Funded TRIO program provides students coordinated services to address individual needs related to their disabilities or academically at-risk factors that would otherwise not afford students the educational and future career opportunities available to them through a degree of higher education.

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

**Advanced Placement, International Baccalaureate, College Level Examination Program**

Candidates who have taken courses in high school under the Advanced Placement Program of the College Entrance Examination Board should arrange to have their scores sent to the Office of Admissions. Placement or credit (or both) may be granted for work that meets certain levels of achievement.

Students enrolled in the International Baccalaureate degree program may receive college-level credit for their exam results. Students receiving a 4 or higher (HL) will receive the appropriate equivalent credit at the Brooklyn Campus of Long Island University.

Candidates who have participated in the College Level Examination Program of the College Entrance Examination Board should arrange to have their scores sent to the Office of Admissions. Placement may be granted for work that meets certain levels of achievement.

**Adult Degree Completion Program**

Long Island University's Brooklyn Campus Degree Completion Program provides guidance for adult students who are interested in going back to school to earn or to complete a degree, as well as those who are returning to enhance professional credentials or simply to enrich their lives.

OPAL (On-Line Portfolio for Adult Learners) is a program developed to assist adult students in earning credit for life experiences. Through a guided seminar class, Orientation Seminar I for the Adult Completion Program, students will design an e-portfolio to document how life experiences may match academic course work, allowing them to earn credit toward completing a degree. Through OPAL, and any other previously earned, transferable, college credit students may decrease the time normally required to complete a Bachelor's degree. Additionally, students may opt to take a CLEP examination for college-level credit. Refer to the "Advanced Placement, International Baccalaureate, and College Level Examination Program" section for more information about alternative forms of receiving advanced credit.

**Graduate Admissions Preparedness Program (GAPP)**

The Long Island University Graduate Admissions Preparedness Program (GAPP) permits Brooklyn Campus and Arnold & Marie Schwartz College of Pharmacy and Health Sciences alumni who have held their Undergraduate or Professional degrees for two years or longer to register for a lifetime maximum of 12 credits in credit-bearing undergraduate courses at the Brooklyn Campus for which prerequisites have been completed. Some courses may require departmental approval. A $200 registration fee is required per semester, but tuition is waived. Continuing Education and certificate courses are excluded from this program. This program may enable alumni to undertake basic coursework, which may not have been completed as an undergraduate, in order to pursue a graduate degree. Participants may not register until the first week of classes. For further information, contact the Office of Admissions.

**Graduation Rate**

As reported to the U.S. Department of Education and the New York State Education Department in spring 2011, the graduation rate for first-time, full-time, bachelor's degree seeking undergraduates who enrolled in fall 2004 was 17 percent.
INTEGRATED STUDENT FINANCIAL SERVICES

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

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

TUITION AND FEES

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

Tuition & Fees
The tuition, and fees, residence life, health insurance and other miscellaneous fee schedules listed below are at the prevailing rates for the 2011-2012 academic year. Rates for 2012-2013 will be announced on or about June 1, 2012. The University reserves the right to change the fees herein stated at any time without notice.

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

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

<table>
<thead>
<tr>
<th>General Tuition and Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, per credit, per semester</td>
<td>$938.00</td>
</tr>
<tr>
<td>Pharmacy, Pharm.D. Program Years 1-2:</td>
<td></td>
</tr>
<tr>
<td>Tuition per credit, per semester (under 12 or over 18)</td>
<td>938.00</td>
</tr>
<tr>
<td>Tuition, flat rate, per semester (12-18 credits)</td>
<td>15,023.00</td>
</tr>
<tr>
<td>Pharmacy, Pharm.D. Program Years 3-5:</td>
<td></td>
</tr>
<tr>
<td>Tuition per credit, per semester (under 12 or over 18)</td>
<td>1,104.00</td>
</tr>
<tr>
<td>Tuition, flat rate, per semester (12-18 credits)</td>
<td>17,650.00</td>
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<tr>
<td>Pharmacy, Pharm.D. Program Year 6:</td>
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<tr>
<td>Tuition per academic year</td>
<td>37,500.00</td>
</tr>
<tr>
<td>Tuition Deposit fee (nonrefundable)</td>
<td>100.00 - 500.00</td>
</tr>
<tr>
<td>Application fee (nonrefundable)</td>
<td>40.00</td>
</tr>
</tbody>
</table>

Orientation fee (entering and transfer students only) | 55.00 |
Flex dollar program (students enrolled in 9 or more credits) | 40.00 |
University fee, per semester:
- Students carrying 12 or more credits | 690.00 |
- Students carrying 11.9 credits or less | 345.00 |
Student activity fee, per semester:
- Students carrying 12 or more credits | 65.00 |
- Students carrying 4.1 to 11.9 credits | 55.00 |
- Students carrying 4 credits or less flex dollars | No Fee |
Audit fee (half tuition and full fees), per credit | 469.00 |
Life Experience fee:
- 0-3 credits | 200.00 |
- Each additional credit | 100.00 |
Pharmacy Professional fee, per term | 45.00 |
Course fees, per semester (see course descriptions).

Residence Life

RESIDENCE HALLS
Deposit (submitted with housing application) | $ 150.00 |
Fall and Spring Accommodations, per semester:
- Standard Conolly: Double | 3,500.00 |
- Triple | 2,640.00 |
- Suite Conolly: Double | 4,170.00 |
- Triple | 3,820.00 |
- Quad | 3,980.00 |
- Apartment Conolly: Double | 5,110.00 |
- Triple | 4,650.00 |
- Quad | 5,250.00 |
- Suite Hoyt: Double | 5,180.00 |
- Triple | 4,910.00 |
- Quad | 5,080.00 |
- Quintuple | 5,460.00 |
- Apartment Hoyt: Double | 6,560.00 |
- Triple | 5,700.00 |
- Fulton Apartment: Studio | 8,500.00 |
1 Bedroom 9,200.00
2 Bedroom 9,200.00-10,100.00
3-6 Bedroom 8,700.00-9,100.00
Intersession (per week) 250.00

Summer Accommodations, per session:
Suite Conolly:
  Double 1,670.00
  Triple 1,600.00
  Quad 1,530.00
Apartment Conolly:
  Double 1,910.00
  Triple 1,780.00
  Quad 1,700.00
Suite Hoyt:
  Double 2,260.00
  Triple 1,710.00
  Quad 2,040.00
  Quintuple 2,340.00
Apartment Hoyt:
  Double 2,630.00
  Triple 2,390.00

MEAL PLANS, per term
Fall and Spring, per term:
Carte Blanche 2,150.00
Declining Dollars 350.00

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

Other Fees
Transcript of record (on-line, in person, or via mail)
  Up to 10, per request $7.00
  Above 10, per request 2.00
Replacement I.D. card 10.00
Late graduation application fee 50.00
Reinstatement of cancelled registration 100.00*
Delayed registration fee 200.00*
Late payment fees:
  First (assessed 45 days into the term) 50.00*
  Second (assessed on the last day of the term) 100.00*
Deferred final examination fee per examination (maximum $60.00) 20.00
General Comprehensive 25.00
Examination fee 100.00
Returned check fee 25.00

University Payment Plan fee 35.00
Diploma Replacement fee 35.00

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

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

Student Health Insurance
Health Insurance:

Rates for the Annual Plan $999.00
Rates for the Spring Semester 619.00 (newly enrolled students), covers the policy period 1/1/12 - 5/15/12
Rates for the Summer Semester, 252.00 covers the policy period 5/1/12 - 8/15/12
Pharmacy malpractice insurance fee, 12.00 per term (years 3-6)

Health insurance (Compulsory for domestic resident students, all international students, intercollegiate athletes, and students assigned field work in a health care curriculum). Charges are billed for an annual plan in the Fall semester, covering the policy period 8/15/11 - 8/15/12. Charges are not reduced if a student does not reside in the Residence Hall for the Spring semester, or is no longer in a health care curriculum, since coverage continues to be effective over the full policy period.

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

When a student withdraws, the University will refund tuition and fees as indicated in the following schedule.
## Long Island University Institutional Refund Schedule

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Fall/Spring terms</th>
<th>3-Week terms</th>
<th>4-, 5- or 6-Week terms</th>
<th>7- or 8-Week terms</th>
<th>10- or 12- Week terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancellation prior to beginning of term or session</td>
<td>Complete refund except for deposit.</td>
<td>Complete refund except for deposit.</td>
<td>Complete refund except for deposit.</td>
<td>Complete refund except for deposit.</td>
<td>Complete refund except for deposit.</td>
</tr>
<tr>
<td>During 1st calendar week</td>
<td>100%</td>
<td>Day 1 of Term</td>
<td>100%</td>
<td>Day 1 thru 2 of Term</td>
<td>100%</td>
</tr>
<tr>
<td>During 2nd calendar week</td>
<td>75%</td>
<td>Day 2 thru 8 of Term</td>
<td>60%</td>
<td>Day 2 thru 9 of Term</td>
<td>70%</td>
</tr>
<tr>
<td>During 3rd calendar week</td>
<td>50%</td>
<td>After Day 8 of the Term</td>
<td>No refund</td>
<td>Day 10 thru 16 of Term</td>
<td>30%</td>
</tr>
<tr>
<td>During 4th calendar week</td>
<td>25%</td>
<td></td>
<td></td>
<td>After Day 16 of the Term</td>
<td>No refund</td>
</tr>
<tr>
<td>After 4th week</td>
<td>No refund</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Financial Obligations

Students are liable for all charges incurred at the time of registration or room assignment. Your MyLIU account makes it easier than ever to manage your financial obligations. To view your current account balance, simply log into your MyLIU account online at https://my.liu.edu and click on the **Account Inquiry** link in the **Finances** section of your **Student Center** homepage.

Students must make acceptable payment arrangements or officially withdraw prior to the start of classes to remain in good financial standing. Acceptable payment arrangements include:

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

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

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

- Monthly Plans are offered to students who make payment arrangements before the start of the term. Monthly Plans provide the most affordable payment options to our students and immediately place you in good financial standing. The balance is spread across 4-6 equal monthly installments with at least two payments due prior to the start of the term.

- Term Plans are offered to students who need to make payment arrangements at or after the start of the term. Term Plans should only be used as a last resort because the number of installments is limited to 2-3 monthly payments. In addition, your total balance due must be covered by an appropriate combination of approved aid, applied aid, and/or an initial student payment.

The University must approve your signed Payment Plan Agreement Form and receive your first initial payment for your account to remain in good financial standing. There is a $35.00 enrollment fee per term that is due with your first payment.
Financial Aid is awarded on an annual basis in the form of scholarships, grants, loans and part-time employment. Assistance is offered to students admitted into eligible undergraduate degree programs at the Brooklyn Campus of Long Island University.

Application Process

All candidates for Long Island University scholarships or grants, Federal grant and loan programs, work-study opportunities, and New York State Tuition Assistance Program (TAP) grants are required to complete the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA should be completed online at www.fafsa.ed.gov. The federal school code for the Brooklyn Campus is 002751. Residents of New York State must also complete the Tuition Assistance Program (TAP) application using the Long Island University school code of 0403. Continuing students at Long Island University must reapply for financial assistance each year.

Undergraduate applicants for financial aid are expected to apply for Federal Pell Grants, and those who are legal residents of New York State are expected to apply for TAP awards. Applicants for financial aid may expect to be notified of the decision reached by the Office of Integrated Student Financial Services shortly after their files have been completed. No action will be taken until the candidate has been accepted by the Office of Admissions.

Awards

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

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

The New York State Higher Education Services Corporation (HESC) also offers a wide variety of grants, scholarships, student loans and parent loans for part-time and full-time college study. HESC also administers the Tuition Assistance Program (TAP), the nation’s largest state grant program. Grants and scholarships are types of aid that do not require repayment. Although students apply for financial aid directly to HESC, the funds are taken into account when developing the Long Island University financial aid package. You must be a U.S. citizen and resident of the State of New York to be eligible for HESC awards. Students who reside outside of New York State may be eligible for grants, scholarships and loans from their home state. Contact the Federal Student Aid agency at 1-800-433-3243 or www.fedaid.ed.gov for more information. A detailed listing of New York State awards can be found online at www.hesc.com.

A detailed listing of Federal and State programs, including Pell grants, SEOG awards, TAP, and Direct Loans, can be found online at www.liu.edu/brooklyn/scholarships.

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

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

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

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

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

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

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

Terms and Conditions

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

Awards, grants, and scholarships listed are for undergraduate study only and do not apply to Global College, graduate, and professional studies in the Pharmacy department. Such students should refer to the appropriate Bulletins for these programs of study. Students enrolled in accelerated and dual degree programs are advised to contact the Office of Admissions to obtain information on aid for the graduate portion of their degree.

Recipients of Federal and State financial aid must maintain full-time student status to receive the maximum benefits from these programs. Students who withdraw and/or drop their registration below full-time status must have their current and future financial aid eligibility re-determined. All awards from the
Brooklyn Campus of Long Island University are accompanied by a letter of stipulation detailing the terms of the award. Students are governed by the stipulations accompanying their specific awards. Full-time status, for the purpose of scholarship and grant renewal, is defined as carrying and earning a minimum of 12 credits per semester.

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

**Standards for Satisfactory Academic Progress**

**Federal Financial Aid Programs**

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

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

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

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

**SAP Completion Requirements**

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Number of Credits Earned</th>
<th>Total Credits Earned</th>
<th>Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>50%</td>
<td>0-29</td>
<td>1.8</td>
</tr>
<tr>
<td>30-121</td>
<td>67%</td>
<td>30-59</td>
<td>1.9</td>
</tr>
<tr>
<td>100-192</td>
<td>80%</td>
<td>60 and above</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Notes:**
- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), ABS (Absent), 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 coursework that exceeds 150% of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

**New York State TAP Awards**

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

The basic measures for good academic standing for 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 established criteria are eligible to request a one-time waiver of the academic and/or “C” average requirement(s) if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to Long Island University and include an explanation of the circumstance(s) that may have adversely affected the student’s ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If a waiver is granted, the student will be eligible for the State award for the semester for which they were granted the waiver. The student must continue to meet the academic progress and pursuit of program requirements to receive further awards.

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

**Baccalaureate Semester Based Program Chart (2006 Standards)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>A student must have</th>
<th>With at least this GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>3rd</td>
<td>9</td>
<td>1.2</td>
</tr>
<tr>
<td>4th</td>
<td>21</td>
<td>1.3</td>
</tr>
<tr>
<td>5th</td>
<td>33</td>
<td>2.0</td>
</tr>
<tr>
<td>6th</td>
<td>45</td>
<td>2.0</td>
</tr>
<tr>
<td>7th</td>
<td>60</td>
<td>2.0</td>
</tr>
<tr>
<td>8th</td>
<td>75</td>
<td>2.0</td>
</tr>
<tr>
<td>9th</td>
<td>90</td>
<td>2.0</td>
</tr>
<tr>
<td>10th</td>
<td>105</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Before Being Certified for Payment:
### Baccalaureate Semester Based Program Chart (2010 Standards)

**Applies to non-remedial students first receiving aid in 2010-11 and thereafter.**

<table>
<thead>
<tr>
<th>Semester</th>
<th>A student must have accrued at least this many credits</th>
<th>With at least this GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>3rd</td>
<td>15</td>
<td>1.8</td>
</tr>
<tr>
<td>4th</td>
<td>27</td>
<td>1.8</td>
</tr>
<tr>
<td>5th</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>6th</td>
<td>51</td>
<td>2.0</td>
</tr>
<tr>
<td>7th</td>
<td>66</td>
<td>2.0</td>
</tr>
<tr>
<td>8th</td>
<td>81</td>
<td>2.0</td>
</tr>
<tr>
<td>9th</td>
<td>96</td>
<td>2.0</td>
</tr>
<tr>
<td>10th</td>
<td>111</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Notes:**

- All students must be registered for a minimum of 12 credits per semester.
- A student may not receive a NY State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that a student must meet are dependent upon when a student first received an award from NY State, as well as their remedial status.
- A student is placed on the chart above based upon their total TAP points received, including any award(s) received at a previous institution(s).
- To continue to receive TAP funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative GPA of 2.0 (a “C” average) or better after accumulating 24 or more payment points (e.g., 4 full time semesters).
- A student who is not making progress, and/or is not meeting the “C” average requirement may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for NY state awards.
- Students who do not have a high school diploma or GED from within the United States or from the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam or the Northern Mariana Islands must also pass the State’s Ability to Benefit (ATB) test. College graduates from the United States and recognized foreign colleges and universities (per the country’s ministry of education) are exempt from this exam.
- Students must declare a major before the start of their junior year.
THE LIBRARY

Ingrid Wang, Associate Professor, Director;
Telephone: (718) 488-1081
Fax: (718) 780-4057

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

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

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

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

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

The Library is linked electronically to the libraries at other Long Island University campuses, and shares one catalog – LIUCAT. This resource provides information on all of the more than 2.6 million volumes held by the University. In addition to print materials, the Library has a large collection of electronic books, e-encyclopedias and full-text journals. The Library offers Information literacy classes and curriculum-integrated instruction. Library faculty and staff are available to help faculty and students with reference questions and research strategies.
The mission of First Year Programs is to provide all new students with a supportive community while helping them build a foundation for academic success and personal development. Through specialized advising, exploration communities, credit bearing courses, and orientation programs, First Year Programs offers new students personal support and guidance in discovering academic opportunities, developing life skills, exploring leadership opportunities, and forming meaningful relationships. It is our goal to help all new students acclimate to university life and ensure that they become an integral part of Long Island University’s Brooklyn Campus while excelling academically.

First Year Programs include the following components.

Freshman Advising
Freshman Advisors help students achieve a full understanding of university core requirements as well as provide accurate information on institutional policies, procedures, resources, and programs.

Orientation
New Student, Out-of-State and Transfer Orientation have been designed to help all new students begin their college years with the class schedule, information, skills and personal relationships needed to create a successful first-year experience.

Plan for Academic Success
A special first-year initiative that offers its students personalized attention and one-on-one academic counseling.

Welcome Week
Kicking off Orientation Seminar I class, Welcome Week helps first-year students further explore the various activities, opportunities and assistance available to LIU student on the Brooklyn Campus.

Orientation Seminar I
All freshmen and transfer students with fewer than 24 credits register for this dynamic and interactive seminar designed to provide students with the information and skills needed to thrive academically, professionally and socially.

Academic Community for Exploration Program
ACE is a program that offers an engaging and fun opportunity for students to explore various core courses with specialized themes with a select group of first-year students. Students involved in the ACE program will work closely with their advisors and professors to cultivate a unique and fulfilling first year experience.

Student Mentor Program
Student Mentors provide first-year students with the insights, advice and support necessary to achieve success in college.

Orientation Leader Program
Orientation Leaders provide personality and support in organizing and conducting new Student Orientation days throughout the summer.

Sophomore Year Programs
Sophomore Year Programs develops students scholastically, professionally, and fiscally; while encouraging student potential and active participation in campus life. Sophomore Year Programs facilitates the transition of students from their first year to their second, supports them throughout their sophomore year, and enables them to progress into their junior year with confidence and focus.

Sophomore Year Programs includes pre-professional program advising, undeclared major counseling, probationary student programming, major exploration workshops; personality, skills, interests, and values assessments; major selection and job prospect correlations, resume reviews, interviewing techniques, the COOP 1: Career Readiness course, and financial literacy workshops. Sophomore Year Programs fosters student leadership potential, promotes student engagement in campus activities, clubs, and events; and provides opportunities for community service.

As an essential component of Sophomore Year Programs, the Scholarship Assistance Program provides information, support and guidance through the scholarship search and application process. Working with the Sophomore Year Programs staff, students discover additional opportunities to finance their education. Sophomore Year Programs staff develop an individualized plan of action for each student, while encouraging students to become engaged in their studies, with their professors and within their campus community.

Career Services and Senior Year Advising
Career Services provides a comprehensive array of programs and services to help Brooklyn Campus undergraduate and graduate students successfully and confidently prepare for and manage their professional careers. We offer:

One-on-one Appointments
You’ll receive individualized career counseling throughout your college career from counselors who specialize in your major.

Skills/Interests Assessments
Our assessment tools, the Self-Directed Search and the Strong Interest Inventory®, will help you to discover career options that fit your personality, interests and skills.

Career and Industry Research
A counselor will guide you to uncover career options and learn about different industries.

Career-related Workshops
The Office regularly sponsors workshops on a variety of topics including interviewing skills, networking and the use of social networking in a job search. Some workshops target certain majors. We also present to and collaborate with various campus clubs.

Résumé and Job Search Letter Development
We will teach you how to highlight your skills and other qualifications to specific employers and to position you as a candidate who will be noticed in a competitive job market.

Interview Preparation/Mock Interviews
Experience the interview process first hand and receive meaningful feedback and gain confidence.

Internship and Coop Referrals
We will help you to secure placements that will strengthen your skills and allow you to apply your academic learning to the work world, explore different careers, network with professionals and build your résumé. Many coop and internship opportunities are paid or offer stipends. For credit-based internships, counselors will guide you toward courses you can take to satisfy credit requirements, including COOP1: Career Readiness and COOP2: Workplace Dynamics.
Networking Opportunities
You’ll have the opportunity to interact with seasoned professionals from a variety of fields and industries, as they share their experiences and valuable career/industry information at panel discussions, networking gatherings and other events.

Alumni Mentor Program
The Alumni Mentor Program will connect you with Brooklyn Campus alumni who are established professionals in their chosen field of interest. You’ll learn about career paths and “a day in the life” in a given industry, and you’ll receive tips for succeeding in a field of interest.

Recruiting Events
Career fairs, employer spotlights, on-campus interviews and pre-screened off-campus career events will enable you to meet with prospective employers. Check MyCareerKey regularly for an updated list of events!

Job Referral Assistance
As you near graduation, counselors will help you to plan and conduct a job search and prepare to apply and interview for targeted opportunities.

On-the-Job Coaching
Once you obtain an internship or job, counselors are available to assist you as you adjust to the work world.

America Reads
The America Reads/Counts Program is a federally funded work-study employment program for students who qualify through their financial aid package. Eligible students are placed in paid positions off-campus where they will work with school age children through high quality research based tutoring programs.

Jump Start
The Jumpstart Program pairs motivated college students with preschool children to create caring and supportive one-on-one relationships to help children build language, literacy and social skills.

Senior Year Advising
Juniors and Seniors can meet with a counselor to receive assistance in navigating their degree audit, facilitating a timely graduation.
**LEARNING RESOURCES**

**Academic Reinforcement Center**

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

The Academic Reinforcement Center (ARC) is a learning and resource center that offers quality one-on-one and small group tutoring across the disciplines to undergraduates of the Brooklyn Campus of LIU. Our tutors and administrators represent the academic and cultural diversity of the student body, providing assistance in mathematics, education, business, and the humanities, as well as the social, physical and health sciences. We are dedicated to providing students with a productive learning experience.

Tutoring sessions are designed to supplement in-class work and focus on providing opportunity for active learning, self-reflection and collaborative study. Tutors, acting as educational mentors rather than instructors, focus not on teaching content and homework assignments, but on posing problems and putting course subjects into practice through critical thinking and re-examination. We also offer walk-in tutoring sessions available on a limited basis, online sessions, targeted group workshops, study skills support, and assistance with forming study groups.

The English Summer Institute, a 4-week, reading- and writing-intensive course for pre-freshmen, is also coordinated by the ARC between July and August.

**Mathematics Center**

Dung Duong, Assistant Director  
(718) 246 – 6317

The Mathematics Center, located in room M – 1105, offers students the opportunity to develop basic mathematics skills required for mathematics problem solving, as well as logical and analytical thinking. Students can have tutors available and opportunities to learn how to use software in personal computers. The Mathematics Center is a place where all member of the university community will be able to enhance their knowledge and understanding of mathematics. The Mathematics Center provides help and tutoring for all students taking freshman level mathematics for academic credit. The Mathematics Center will not be only a place for students with mathematics related problems on specific subjects, it will also provide a challenging work site for advanced students in all areas of studies where mathematics involved. The Math Center also welcome all walk-in students.

**Multimedia Language Laboratory**

Associate Dean Stanley J. Zelinski, III, Director  
Assistant Director, Beth D. Meetsma  
(718) 488-1323

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

**Testing Center**

Andres Marulanda, Director  
(718) 488-1392

The Testing Center, located in the Pratt Building, Suite 110, is committed to provide a nurturing, informative environment for students taking the Brooklyn Campus Placement Examination or other examinations deemed necessary by the University community. The placement examination is administered on campus or electronically through the Online Writing Assessment. Our Center supports student success by ensuring that entering students are placed in appropriate English and Mathematics courses. Other examinations administered by the Center include retests and exemption exams such as the Math 10 and language exams, Ability-to-Benefit exams required for some students for financial aid and exams and practice labs to fulfill the core curriculum Computer Literacy graduation requirement. Support and appropriate arrangements are available for students with special needs or out-of-state students.

**Writing Center**

Harriet Malinowitz, Director  
(718) 488-1095

Lynn Hassan, Associate Director  
(718) 488-1116  
lynn.hassan@liu.edu

Hours: Monday-Thursday: 9 a.m.-5 p.m.  
Friday: 9 a.m.-5 p.m.  
Saturday: 10 a.m.-4 p.m.

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

Wellness, Recreation and Athletic Center (WRAC)

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

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

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

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

The Lupus Cooperative of New York has a local office in the WRAC. The Lupus Cooperative of NY (LCNY) is a program of the SLE Lupus Foundation and its goal is to improve care for people living with lupus. The LCNY helps in getting people with signs and symptoms of lupus diagnosed, properly treated, and supported both emotionally and practically for daily living with this chronic disease. It offers multilingual information and education about lupus. The LCNY also provides monthly support groups, one-to-one short-term counseling, assistance with accessing public programs and services for people with lupus. In addition, the LCNY help clients with referrals to find doctors and other health professionals and participates in community outreach in order to increase lupus awareness.

Residence Life and Housing

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

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

Kumble Theatre

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

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

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

Arnold & Marie Schwartz Gym

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

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

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

Department of Information Technology

Mr. George Baroudi, Vice President for Information Technology /Chief Business Process Improvement Officer
Dr. Kamel Lecheheb, Deputy CIO/Dean of Information Technology Brooklyn Campus
Library Learning Center, LLC 227
(718) 488-1082

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

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

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

Center for Student Information (CSI)
Pia Stevens Haynes, Director
Library Learning Center, Room 301
csi@brooklyn.liu.edu
csi.liu.edu

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

Faculty Media Resource Center (FMRC)
Debabrata Mondal, Director
Pratt Building, Room 321
fmrc@brooklyn.liu.edu
fmrc.liu.edu

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

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

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

Helpdesk
(718) 488-1082
it@brooklyn.liu.edu

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

Network and Systems
(718)488-1082
it@brooklyn.liu.edu

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

Telephones
(718) 488-1082
bkphone@brooklyn.liu.edu

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

Genius Corner
Keith Walcott, Computer Labs Manager
The Louise B’69 and Leonard Riggio Cyber Café,
1st Floor
(718) 488-3039

Staffed by student technicians, this resource provides hands-on hardware support to all students.

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

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

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

Audiovisual Services
Robert Barr, Director
(718) 488-1348

AVS provides the Brooklyn Campus of Long Island University with the instructional and interactive technologies designed to engage students and enrich the learning experience. AVS also serves to support on-campus activities and special events, such as LIU Day and Discovery Day, by providing sound, multimedia equipment and tech support. AVS also offers duplication services for transfer from analog to digital media (i.e., VHS to DVD, Cassette to CD/MP3, etc).

Many classrooms and lecture halls are equipped with state-of-the-art technology such as Smart Boards, LCD Projectors and Public Address Systems. Other equipment is available by submitting a request form. AVS offers the following equipment:

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

Training is available, by appointment, on the
University Health & Medical Services

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

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

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

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

Psychological Services Center

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

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

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

Veteran Services

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

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

Alumni Association

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

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

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

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

Cultural Programs and Exhibitions

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

International Students’ Services

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

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

Office of Institutional Advancement & Student Affairs

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

Our mission is to create a world-class student centered environment where individuals of all socio-economic backgrounds, diverse ethnicities and gender groups can thrive and develop socially, academically and professionally in their communities and abroad. To this end, the office collaborates with University Center officials as well as Brooklyn campus faculty and administrators to attract funding and resources to the campus, help enhance its public image, and facilitate opportunities for developing new programs, services and partnerships for the students it serves.

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

After School Program - FUN (Family UNiversity)

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

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

Student Life and Leadership Development

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

The Brooklyn Campus, under the guidance of the director of Student Life and Leadership Development, Karlene Jackson Thompson, M-311, (718) 488-1216, facilitates the development of students, and hones their personal and organizational leadership skills by providing opportunities for participation in co-curricular, cultural, social, civic, community and wellness programs. The core values of Student Life are Leadership, Integrity, Service, Community, Diversity, Learning, and School Spirit, and we carry out our mission primarily through our oversight of clubs and organizations, leadership training programs, evening programs, civic and community programs and a grant program.

Student Organizations

We guide and assist 30 academic student organizations, 22 social organizations 19 cultural organizations, 6 religious organizations, 11 honor societies, and 11 Greek organizations with the planning, organizing and implementing of each group's goals and events. In addition, we oversee the student media coalition which is comprised of: WLIU Radio, a state-of-the-art radio station, WLIU DJ Mobile Unit, Seawanhaka Newspaper, Sound Yearbook, and LIU Television.

Leadership Training

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

Avena Lounge

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

Evening Recreation Program

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

Civic and Community Program

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

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

Grants and Funding

The Office administers the Campus Activity Program Grant, a $2500.00 award given to
students who are members of the Campus Activities Program and who engage in leadership training, specific co-curricular activities and on-campus job assignments. The Office also offers graduate assistantships to Graduate students interested in student leadership training, event planning, graphic design, business management and Accounting, Media, and Evening Program Management. Also, students who are the executive members of SGA, Seawanhaka, Sound, WLIU Radio and LIU-TV are awarded a percentage of tuition remission which is administered through Student Life.

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

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

**Student Government Association**

All enrolled students are members of the Student Government Association (SGA). The executive officers of the SGA, along with the elected representatives from each class, constitute the Student Council. Some of the Council’s many duties include allocating of funds to all campus clubs; approving the formation of new organizations; and sponsoring extracurricular programs of intellectual, cultural and social appeal for the student body. In addition to its administrative functions, the Council acts as a liaison between the student body and the faculty and administration. Participation Eligibility: All students, including entering freshmen, in good academic standing and not on probation (academic or disciplinary) are eligible to take part in the extracurricular activities program. Intelligently selected activities that round out a liberally based education are encouraged.
In order to graduate with Honors, students must meet the University Honors Requirements in an Honors environment. At the Brooklyn Campus of Long Island University, Honors students are encouraged to shape their own education in a variety of ways. They may do so by taking a broad range of courses outside their areas of concentration, by attending national and regional conferences involving undergraduate research, and by participating in national and international Honors Semesters sponsored by the University Honors Council.

Application to the Program is separate from that of the university. Interested students should apply directly to the Program. Applications can be obtained online (www.liu.edu/brooklyn/honors) or by contacting the Program advisers.

**University Honors Requirements**

Freshmen typically take a sequence of literature, history, and philosophy courses organized around a central theme. Completion of this sequence satisfies all WAC requirements outside the major. Honors also offers courses that enable students to complete their social science, fine arts, speech and foreign language requirements in an Honors environment. At the upper-level, Honors offers advanced liberal arts electives representing a range of themes taught by faculty from all departments at the university, including the sciences, humanities, the arts, journalism, and the social sciences. The advanced electives utilize field experience, independent research, and the extraordinary resources of New York City to provide students with a unique learning experience. Topics vary each semester—current and recent offerings can be viewed on the Honors website.

In order to graduate with Honors, students must be in good standing with the Program and must complete the Honors Freshman sequence, other Honors equivalents for core courses, and at least three Honors Advanced Electives. Transfer students who have already satisfied their core liberal arts requirements may graduate with Honors by completing four Honors Advanced Electives. Students must also achieve a cumulative grade point average of 3.0 or higher by the time of graduation.

**Program Model**

Honors requires students to take the required courses in their major for which there is an Honors equivalent offered in the Honors Program. Honors does not require that students take any additional courses.

**Contract Major**

If a major is not offered by the University, an Honors student may design his/her own major in consultation with his/her Honors adviser and the appropriate faculty. Students interested in a contract major must be in good standing with the Program and will need the permission of the Honors Director and the approval of the appropriate faculty and the relevant Dean. Applications will not be accepted until students have completed at least 32 credits. Interested students should contact their Honors adviser immediately. Contract majors in the past have included degrees in Bio-psychology, International Relations, and Public Relations.

**Honors Independent Study**

University Honors students in good standing may register for independent study. Prior agreement from a faculty mentor and approval of the Director of University Honors and the Dean of Richard L. Conolly College are required. Independent study may satisfy up to six credits of Honors Advanced Electives requirements.

**Distinction in Honors**

Any final project for an Honors Advanced Elective may be expanded, under the guidance of a faculty mentor, into a substantial paper. Review of the paper by a faculty committee and presentation at a year-end Honors symposium are required to achieve Distinction in Honors at graduation. Interested students should contact their Honors adviser.

**Bridge Programs**

(College Project; Health Professions Program; BASIS Program; Senior Bridge Program) (718) 488-1049

Housed within the University Honors Program, the Bridge Programs offer qualified high school seniors an opportunity to experience college while still attending high school.

The College Project offers high school juniors with averages of 88 or better an introduction to the various disciplines of liberal arts education through a spring seminar series.

The Health Professions Project offers high school juniors with averages of 85 or better an introduction to the various allied health professions through a fall seminar series.

The BASIS Program offers high school juniors with averages between 79 and 85 three credits for an interdisciplinary summer program designed to help prepare them for college.

Successful completion of these programs allows students to participate in the Senior Bridge Program, which allows high school seniors with averages of 88 or better to take up to two appropriate college courses on a tuition-waived basis for a fee of $30.00 plus any laboratory fees and cost of books.

**Outreach Programs**

**Liberty**

Roland Robinson, Director; (718) 780-4012

This is a pre-college program for junior high school and high school students that reinforces reading, writing and research skills. The program is built on partnerships with local businesses and cultural organizations/institutions that assist in providing services to our students.

**S.T.E.P.**

(Science Technology Entry Program) Oswaldo Cabrero, Director; (718) 488-1397

The S.T.E.P. program assists underprivileged minority high school students in improving their science, mathematics and writing skills to help in preparing students for careers in science and technology. The program offers training for S.A.T and P.S.A.T. tests.

**GEAR UP**

(Gaining Early Awareness and Readiness for Undergraduate Programs) Diana Voelker, Interim Director; (718) 488-3313

Through the U.S. Department of Education and the New York State Higher Education Services Corporation, the Brooklyn Campus of Long Island University offers eighht grades and high school students from Community School District 13 an outreach program that incorporates academic enrichment, scholarship incentives, career readiness training, tutoring and mentoring and preparation for college.

**Jumpstart Program**

Fabiola Alexis, Director; (718) 780-4355 E-mail: Fabiola.Alexis@liu.edu

The Jumpstart Program is a part-time community service program for full-time students on work-study. This federally funded Americorps Program helps students develop teaching, leadership and professional skills. The mission is to engage young people to work towards the day every child in America enters school prepared to succeed. Jumpstart students are paired with a preschool child and work one-on-one in a local Head Start or day-care center to build a foundation in beginning reading, writing and socialization skills. They also work on a team with other college students to lead afterschool enrichment programs, and receive both pre-service and ongoing training.
in early childhood education to equip them to work with children, peers, teachers and families.

**Smart Scholars Early College High School (ECHS) Program**

Project Director: Cynthia Smith  
(718) 488-1955  
e-mail: Cynthia.Smith@liu.edu  
Principal Investigator: Gladys Palma de Schrynemakers  
(718) 488-3405  
e-mail: gschryne@liu.edu

The Long Island University/Boys & Girls High School College Academy provides students with a unique opportunity to become part of a learning community. Participating students, while still in high school, can seamlessly enter a college environment that stresses learning, achievement, and persistence. Through in-school mentoring sessions and weekend and summer college-readiness programs, students will be able to address their academic and collective learning needs more effectively and thereby graduate high school with a Regents Diploma and at least 20 transferable college credits. Students who enroll in the Long Island University/Boys & Girls College Academy must not only be prepared to work diligently in a rigorous learning environment, but also persist and succeed over the lifetime of the program. The parents/family members of the students must be equal partners, creating a supportive home environment that assists their children in participating fully in the Academy’s many services. Parents and family members must also be equally committed to be fully engaged in the related program of parental activities as outlined by the Academy.

**Arthur O. Eve Higher Education Opportunity Program (HEOP)**

Okarita Stevens, Diana Voelker,  
Co-directors;  
(718) 488-1043

Higher Education Opportunity Program (HEOP) grants are available for entering freshmen and a limited number of transfer students from other EOP, HEOP, and SEEK programs. The Higher Education Opportunity Program is a New York State funded five-year program of study specifically designed for students who are educationally and economically “disadvantaged.” Supportive services, including tutorials, academic, personal and career counseling, and a program of developmental courses (for those identified as needing such a program) are available for HEOP students. The program’s office is located in Room 410 of the Pratt Building.

HEOP grants are renewable for succeeding years depending on continued announcements of awards from the New York State Education Department to Long Island University. In addition, the student must maintain a satisfactory academic average, remain in a full-time regular degree-seeking classification, and demonstrate continued progress toward a degree.

In order to be eligible for benefits under HEOP, a student must

1. Be both economically and educationally “disadvantaged” according to the guidelines of HEOP;
2. Be a graduate of a high school approved and accredited by the New York State Education Department or have a New York State Equivalency Diploma or an Armed Forces Equivalency Diploma (in exceptional cases, a student may be accepted under HEOP without a high school diploma);
3. Have potential for the successful completion of a postsecondary program;
4. Be a resident of New York State for 12 months before the date of application; and
5. Apply to the Tuition Assistance Program and the Pell Grant Program.

Students enrolled at the Brooklyn Campus of Long Island University in the Higher Education Opportunity Program are admitted under fully matriculated status.

For special HEOP Summer noncredit programs and HEOP Fall and Spring noncredit workshops, see pp. 148-149 of the Course Descriptions section of this Bulletin.

For further information, write Director, Higher Education Opportunity Program, Room P-410, Brooklyn Campus, Long Island University, 1 University Plaza, Brooklyn, NY 11201-5372.

**Student Support Services**

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

Diana Voelker, Director;  
(718) 488-1044

Students in need of additional support may investigate the services offered through the Student Support Services Program for physically and/or learning disabled and/or Academically At-Risk first generation low income students. This Federally Funded TRIO program provides students coordinated services to address individual needs related to their disabilities or academically at-risk factors that would otherwise not afford students the educational and future career opportunities available to them through a degree of higher education.

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

**CSTEP**

Dr. Gladys Palma de Schrynemakers, Program Director  
Metcalfe Hall Room 301  
(718) 488-3405  
gschryne@liu.edu

The Collegiate Science and Technology Entry program (CSTEP) at the Brooklyn Campus of Long Island University has two major goals that the Campus believes will strengthen and support the educational progress, research potential, and career development of program participants. Accomplishing the first goal to recruit and retain under-represented minority and economically disadvantaged men and women into post-secondary education will present program participants with a rigorous science education that will prepare them for entry into careers in the licensed professions. When achieved, the second goal of the CSTEP effort will assist students in achieving their academic and career aspirations, thus building the numbers of minorities in the licensed professions.

The Brooklyn Campus CSTEP effort includes a pre-freshman experience, a series of intensive campus based courses and seminars, technology enhanced preparatory classes for the GRE, MCAT and LAST, career preparedness events, and internship and research opportunities. Students in the program will receive academic reinforcement in small group settings, utilizing pedagogies that make use of and accommodate various learning styles. The program’s academic coordinator will also offer students’ academic and career guidance in individual and group settings. Moreover, students will participate in science and research seminars led by professionals who can serve as role models. In more formal settings, students will be taught the basic elements of scientific research inquiry and the modes of scientific writing while they undertake guided research experiences.
Orientation Seminar 1 1 credit

Area I: Speech 3 3 credits

**Science, Mathematics, Pharmacy and Health Professions majors (except Physician Assistant and Sports Sciences majors) must register for Mathematics 30. Teaching and Learning majors must register for Mathematics 11z. Business majors must register for mathematics 16. All other majors, including Nursing, Physician Assistant and Sports Sciences majors, must register for Mathematics 15 or 16.

***Required only of Richard L. Conolly College and the School of Education students. Note: Students in the University Honors Program satisfy the core requirements in the Humanities, the Social Sciences, and Communication, Visual and Performing Arts by the appropriate Honors Program seminars.

Writing Across the Curriculum
The Writing Across the Curriculum (WAC) Program is an important component of the Brooklyn Campus core curriculum. The WAC Program mission has two goals: (1) to implement and supervise the Brooklyn Campus’s writing-intensive requirement, and (2) to manifest and support the faculty’s emphasis on writing, both in the core and across the disciplines. The LIU WAC Program encourages students to recognize that writing is a key to their achieving those goals – common to all disciplines – set forth in the Campus’s mission statement: the acquiring of essential literacies, and the development of intellectual curiosity, analytic and reasoning skills, and effective communication skills. To this end, throughout their undergraduate careers, students are expected to produce a substantial body of written work in core courses as well as in upper-division courses offered by all academic departments. To fulfill their writing-intensive requirement, students must complete English 16, the Core Seminar, and a writing-intensive course in their majors. Transfer students with the equivalent of one year of college-level composition are required to complete the writing-intensive requirement in their major. See academic advisers for specific writing-intensive courses required in the major.

Placement Examinations
All entering freshmen are required to take the Brooklyn Campus placement examinations in English and in Mathematics before registering. Entry into or exemption from English and Mathematics courses depends on the results of such placement examinations. Transfer students will be placed in such courses either on the basis of the Brooklyn Campus placement examinations or appropriate transfer credit.

Developmental Skills and Basic Mathematics Courses
Developmental Skills 0 credits
Mathematics 01 and 09
As determined by placement examinations, DSM 01, or exemption therefrom, is a prerequisite for DSM 09. DSM 09, or exemption therefrom, is a prerequisite for Mathematics 10, 15, 16.
Basic Mathematics 10* 3 credits

*Entry into or exemption from Mathematics 10 is required of those majors for whom Mathematics 30 is required as part of the Core Curriculum or as a prerequisite for requirements in the major. Unless departments specifically state otherwise, all other majors must register for Mathematics 15 or 16 after being exempted from or successfully completing all proficiency mathematics courses. Note: Proficiency Mathematics courses may not be taken on a Pass/Fail option.

The English Department Writing Program
English Composition: 0-6 credits
English 13, 14
(depending on placement)

Orientation
Orientation Seminar 1 1 credit

Note: Required of all entering full-time freshmen except students placed in the University Honors Program and HEOP. Pass/Fail grade only.

Core Curriculum
The following Core Curriculum applies to all units of the Brooklyn Campus. Consult program models for specific requirements, changes and exemptions. Core Curriculum courses may not be taken on a Pass/Fail basis.
Any changes in the Core Curriculum will be required of all students entering subsequently.

Core Seminar 50 3 credits
Required for graduation. Transfer students must take this course unless they have an A.A. degree when they are accepted. University Honors Program students must complete the full Freshman Sequence to be exempt from the course.

Humanities
Area I: English 16 or 16x 6 credits
Six credits from English 61, 62, 63, 64
Area II: Philosophy 61, 62 6 credits
Area III: Six credits in a Foreign Language*

Social Science (6 credits in each area)
Area I: History 1, 2 6 credits
Area II: Six credits from Anthropology 4, 5, Economics 1, 2, Political Science 11, Psychology 3, and Sociology 3

Science and Mathematics
Area I: Eight credits from Biology 1-2, 3-4, Chemistry 3, 4, 3x, 4x for professional majors or Ten credits from Physics 20, Chemistry 21 and Biology 22 for all other majors
Area II: Three or four credits from Mathematics 11z, 12z, 15, 16, 30, or 40.**

Communication, Visual and Performing Arts
Area I: Speech 3 3 credits

Area II: Three credits from Art, Dance, Music, or Theatre 61***

*Not required of Business, Pharmacy, School of Health Professions or Nursing majors. All other students may satisfy the language requirement by completing six credits in Foreign Language 11, 12 (the six credits must be in one language) or by successfully completing Language 12 or the equivalent. Students with a knowledge of a foreign language may take a placement/exemption examination. Students who are exempted need not take a foreign language, but receive no credit. For information concerning placement/exemption, contact the Foreign Languages and Literature Department.

**Science, Mathematics, Pharmacy and Health Professions majors (except Physician Assistant and Sports Sciences majors) must register for Mathematics 30. Teaching and Learning majors must register for Mathematics 11z. Business majors must register for mathematics 16. All other majors, including Nursing, Physician Assistant and Sports Sciences majors, must register for Mathematics 15 or 16.

***Required only of Richard L. Conolly College and the School of Education students. Note: Students in the University Honors Program satisfy the core requirements in the Humanities, the Social Sciences, and Communication, Visual and Performing Arts by the appropriate Honors Program seminars.
Computer Literacy Requirements

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

By passing all three sections of the Computer Skills Evaluation Exam (CSEE) listed below, with a C+ or higher. or

By passing all three designated Computer Science courses listed below, with a C+ or higher. or

By combining options 1 and 2, a student may substitute a passing grade of C+ or higher in the designated Computer Science course(s) for the corresponding section(s) of the CSEE.

Designated Computer Science Course
Corresponding CSEE section

| CS-9 (Introduction to Windows Environment) | Windows                      |
| CS-9A (Word Processing) Word              |
| CS-9H (Internet WWW) Internet/e-mail      |

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

Other Requirements

Students become eligible for a Bachelor of Arts, a Bachelor of Fine Arts, or a Bachelor of Science degree when they have completed a minimum of 128 credits with a grade point average of at least 2.00 in all their academic work and at least a 2.00 in their major fields and they have met all other graduation requirements. Of the 128 credits required for graduation, at least 48 must be in courses numbered over 100. At least 48 credits in the liberal arts and sciences* must be completed by the candidates for the Bachelor of Arts and Bachelor of Fine Arts degrees and at least 64 by candidates for the Bachelor of Science degree.

Students must demonstrate minimum competency in reading, writing and mathematics before graduating. Competency may be established in one of three ways: (1) exemption from Developmental Skills Mathematics and Basic Mathematics courses and The English Department Writing Program on the basis of the Brooklyn Campus’s placement examinations, (2) successful completion of those courses, or (3) transfer credit and/or equivalency at a higher level.

*The liberal arts and sciences requirement is satisfied by Richard L. Conolly College courses and certain other nonprofessional courses.

Academic Records

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

Students failing to fulfill all nonacademic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including, but not limited to, withholding of diplomas, transcripts, letters of recommendation, or licensure eligibility until those requirements are met.

Courses in Plan Field

Students normally must take not fewer than 30 credits in courses in their plan (major) field that are approved for department majors. For specific course requirements in the major, check department requirements listed under the appropriate program model. At least 24 credits must be taken in courses numbered above 100.

Courses in Minor Field

In addition to having a major, a student may wish to have a minor. A minor may consist of at least 12 credits in courses numbered over 100 in a department or discipline other than the student’s major department. Consult the Department Chair for specific requirements in that department. A student may complete more than one minor with the approval of the appropriate Department Chair. Once a student successfully completes 12 or more credits in courses numbered over 100 for a minor, the Dean will notify the Registrar to enter the minor on the student’s transcript. Any minor satisfies the distribution requirement. (Not all disciplines permit a student to minor in their subject areas.)

Double Major

Students may graduate with two separate majors by fulfilling all the requirements of each major. Advisers in both departments should be consulted to determine all departmental requirements. Applications for filing for a double major are available in the Registrar’s Office and require the approval of both Department Chairs and the Dean or Deans of the respective departments. The student must designate which of the two majors will be the primary major. That major will determine the type of degree awarded (B.A., B.F.A., or B.S.).

Elective Courses

Students may take any courses in the curriculum to complete the 128 credits required for graduation, provided that they have completed all prerequisites and provided the courses are not restricted to specific majors. A sufficient number of electives must, however, be in the liberal arts and sciences to satisfy requirements for graduation (see Other Requirements, above).

Honors Study

Outstanding seniors and upper juniors are eligible for Honors Study and may apply to the Chair of their department for the privilege. A total of six credits of independent work, under the guidance of a member of the faculty, is the maximum allowed.
**ACADEMIC REGULATIONS**

Note: Academic regulations for Global College can be found in their separate catalog.

**Numbering of Courses**

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

**Grades and Symbols**

1. The following grades are used:

<table>
<thead>
<tr>
<th>Quality</th>
<th>Grade</th>
<th>Point</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>C</td>
<td>1.67</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The following symbols are used:

INC (Incomplete)

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

If the course is completed within the next semester, both the INC and the final grade will appear on the student’s permanent record; that is, satisfactory completion of the course does not eliminate the original “Incomplete” designation.

An INC grade that is not made up during the next semester becomes an F.

ABS (Absent from Final Examination)

The symbol ABS is assigned when a student fails to take the final examination in a course in which he or she was doing unsatisfactory work.

See Absence from a Final Examination, for procedures for filing for a deferred final.

W (Withdrawed)

The symbol W is assigned when a student officially withdraws from a course in which he or she was doing satisfactory work. See the procedure for Withdrawal from One or Several Courses.

WF (Withdrawed, failed)

The symbol WF is assigned when a student withdraws and is doing unsatisfactory work. The WF is not computed in the cumulative average.

UW (Unauthorized Withdrawal)

The symbol UW is assigned when a student unofficially withdraws from a course. The UW is not computed in the student’s average.

U (Unsatisfactory)

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

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

**Pass/Fail Option**

Students will be permitted to opt for a Pass/Fail grade in a maximum of one course per semester for a total of eight semesters. Such an option does not apply to courses in the student’s major, to courses that are prerequisites to or required by the major, or to courses that are used to satisfy the core requirement. Students should consult a faculty adviser and department requirements before exercising the Pass/Fail option. The election of the Pass/Fail grading system must be designated at the first class meeting. All requirements of examination and work assigned by the instructor must be fulfilled.

**Promotion from Class to Class**

Before the commencement of the Fall semester, students who have completed 30, 60, or 90 credits become members of the sophomore, junior or senior class, respectively.

**Recognition of Superior Scholarship**

Matriculated students who complete at least 12 credits and achieve a grade point average of at least 3.50 in any one semester are put on the Dean’s List for that semester. Students who earn a D, F, W, WF, UW, U, INC or ABS in any semester, even though the symbols are subsequently changed to grades, may not be placed on the Dean’s List for that semester. A student who receives an NGR (no official grade received) in any semester will not be placed on the Dean’s List until the NGR is replaced with a grade, excluding those listed above, that otherwise qualifies the student for the Dean’s List.

Students who attain a 3.70 cumulative index for 16 credits or more are eligible for a Dean’s Award. Students who achieve a grade-point average of 3.48, 3.68, or 3.78 for 128 credits may be graduated respectively cum laude, magna cum laude or summa cum laude. Transfer students must have completed at least 60 credits at the Brooklyn Campus in order to qualify for such honors.

**Academic Responsibility**

Candidates for an undergraduate degree at the Brooklyn Campus of Long Island University are expected to know the graduation requirements set forth in this publication. It is the responsibility of the student to draw up an acceptable program of study. All students must seek the counsel of an adviser.

**Exemptions**

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

**Auditing of Courses**

Auditors are students who, with the permission of their adviser and the dean of the course they plan to audit, register for that course in order to improve their knowledge of it. They receive no credit for the course and pay half tuition for it. Laboratory courses may not be audited. Dean’s List students may audit courses without paying a fee.

**Registration**

Registration is conducted in advance of each semester. All students in attendance are required to register before the in-person registration period.

**Student Access to Educational Records**

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

Definitions

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

Plan
The subject in which a student chooses to concentrate is called the plan (major).

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

The selection of a department with which to affiliate is initiated by the student through the Office of the Registrar.

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.

Minor
A minor consists of at least 12 credits in courses numbered over 100 in a department or discipline other than the student’s major department. Students should consult department advisers for specific requirements, or they may formulate a thematic interdisciplinary minor with the approval of the Chair of their major department and the appropriate Dean. (Not all disciplines permit a student to minor in their areas.) A student may complete more than one minor with the approval of the appropriate Department Chair.

Electives
In every curriculum there are certain courses required of students by their major department and college. In addition, a student is allowed a certain number of free choices to complete the 128 credits required for a bachelor’s degree or the 64 credits approved for an associate degree. Such free choices are called electives and may be taken in any field in the School of Business, Public Administration and Information Sciences and in any field other than the major in all other schools, provided that the student possesses the necessary qualifications and has completed the prerequisite courses.

Quality Points
See above under Grades for quality points assigned to each grade. The quality points to which a student is entitled are computed by the formula X = N x Y, where X is the number of quality points, N the number assigned to the grade, and Y the number of credits.

The quality-point ratio is obtained by dividing the sum of the quality points received in all courses by the total number of credits, including unRepeated F’s.

To graduate, a student must have a quality-point ratio of not less than 2.0 in all work and a 2.0 in the major.

Matriculation
Students whose applications indicate an intention to pursue a degree are classified as matriculants provided they remain in good standing. Degree candidates who are admitted with the understanding that technical deficiencies (e.g., lack of complete official transcripts) are to be removed within a certain period of time will be classified as special matriculants pending satisfaction of those conditions. Failure to comply with such conditions within the prescribed time limit may result in loss of matriculant status or dismissal.

Administrative Regulations

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

Changes of Address or Telephone Number
A student must report changes of address or telephone number to the Office of the Registrar.

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

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

Freshmen and probationary students are allowed no more than two class-hour absences per credit hour. All students enrolled in science laboratory courses may not be absent for more than 20 percent of laboratory time. Instructors are urged to record attendance in all classes for counseling purposes.

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

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

Absence from a Final Examination
Students who for any reason are absent from a final examination and who wish to take a deferred final examination are required to file an Application for a Deferred Final Examination in the appropriate Dean’s office within five days of the exam, giving the reason for the absence from the examination.

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

If the absence was caused by death in the immediate family, the student must inform the Dean of the date of the death and his or her relationship to the deceased.

See the Academic Calendar for published dates of deferred finals. See Grades and Symbols for the grade assigned when a student misses a final examination.

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

Students whose scholastic average falls below the following quality-point ratios are placed on probation:

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

A probationary student is barred from participation in extracurricular activities and, at the discretion of his or her Dean, may be required to carry a limited program. Being placed on probation does not mean loss of good academic standing.

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 Incompletes (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.

**Discipline**

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

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

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

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

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

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

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

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

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

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

**Grievance Procedure**

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

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

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

**Readmission**

If students have been suspended or dismissed for disciplinary reasons and desire to return to the Brooklyn Campus of Long Island University, their applications for readmission are referred to the Office of the appropriate Dean.

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

**Withdrawal from All Courses**

Students who are on academic probation and who withdraw from all courses are not eligible for readmission without the approval of the appropriate Dean. Students in good academic standing who withdraw officially from all courses receive a leave of absence automatically.

To withdraw, students must give a valid reason and obtain an Application for Permission to Withdraw from the Office of the Registrar, fill it out as indicated, and have it approved by the Office of the Dean, and clear their financial accounts.

A registered letter to the appropriate Dean will suffice if circumstances prevent a student from withdrawing in the regular fashion. The penalty for failure to comply with such regulation is forfeiture of the right to honorable dismissal. Such a penalty jeopardizes a student’s eventual readmission and any transfer of credits to another university.

Honorable dismissal implies that a student withdrew voluntarily and that his or her conduct was good; it does not necessarily mean that the student was in good academic standing.

**Withdrawal from One or Several Courses**

Students may withdraw from a course provided that they notify their instructors of their intention to do so. Students should initiate withdrawal from a course through the Office of the Registrar.

The symbol entered on the transcript, in cases of official withdrawal within the first four weeks of the semester, is W.

If a student officially withdraws after the fourth week of the semester, the symbol W will be entered on the transcript if satisfactory work was done up to the date of withdrawal. If the student’s work was unsatisfactory, the symbol WF can be assigned by the instructor.

When students register for a course, they are considered to be in attendance until the date of their official withdrawal. The final date for official
withdrawal is approximately two weeks following the end of the official midterm examination period. See published Schedule of Classes for last day to withdraw from undergraduate courses.

A student who unofficially withdraws from a course receives a UW.

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

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

Residence Requirement
To qualify for an undergraduate degree at the Brooklyn Campus, a student must complete in senior residence a minimum of 32 credits, including 15 credits of advanced work in his or her major. In the School of Business, Public Administration and Information Sciences, a student must complete 12 credits of advanced work in his or her major.

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

Policy for Taking Courses at Another Institution
Matriculated students at the Brooklyn Campus may only take courses at another institution and have credits transferred to the Brooklyn Campus under the following conditions:

- Only credits for courses with grades of C or better may be transferred back to the Brooklyn Campus.

Honor Societies

**Alpha Lambda Delta**
The Brooklyn Campus chapter of Alpha Lambda Delta was installed September 1995 as the only New York City chapter of this National Freshman Honor Society. It is open to students of all majors with 24 to 30 core credits and a minimum grade point average of 3.5. Grants to outstanding members in the sophomore and graduating years are available. Chapter leaders attend national training conferences. All inductees are lifetime members.

**Alpha Chi**
The New York Sigma chapter of Alpha Chi, a member of the Association of College Honor Societies, is a national college honor scholarship society that accepts juniors from all majors with a minimum grade point average of 3.75 and graduating seniors from all majors with a minimum grade point average of 3.65. Members are eligible for scholarships applicable to graduate and professional study, for participation in national conferences and for other awards. The total number elected may not exceed 10 percent of any graduating class. All inductees are lifetime members. (Former members of Optimates are honorary members of Alpha Chi.)

Departmental Honor Societies

**Biology**

**Alpha Epsilon Delta**
The premedical and pre-dental honor society founded in 1928 as the Lancet Society became on May 4, 1957, the New York Delta Chapter of Alpha Epsilon Delta, a national premedical honor society. Its purpose is to encourage high standards of scholarship in premedical and allied studies, to stimulate an appreciation of the fields of education in the study of medicine, and to bind together similarly interested students. Requirements for membership include classification as a junior or a senior and a 3.0 grade point average overall and in science.

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

**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 the Brooklyn Campus of Long Island University. The purpose of this national society is to encourage high standards of scholarship in Chemistry and allied studies, to stimulate interest in the chemical profession, and to promote association with students of similar interests in neighboring institutions. Requirements for senior membership: 16 credits of Chemistry with a 3.00 grade point average.

**Economics**

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

**English**

**Sigma Tau Delta**
In 1957 the Omicron Zeta Chapter of Sigma Tau Delta, an international national honor society for students of English, was organized at the Brooklyn Campus. 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 who has completed six advanced credits in English at the Brooklyn Campus with a 3.00 grade point average.
in English and an overall grade point average of 2.75 or must be an English major who has completed the required core English courses at the Brooklyn Campus with a 3.00 grade point average in English and a 3.00 overall grade point average. Associate membership is open to the following students: (1) non-English majors who have completed six advanced English credits at the Brooklyn Campus with a 3.00 grade point average in English and a 2.75 overall grade point average and (2) students who have completed six credits of basic English at the Brooklyn Campus with a 4.00 grade point average and an overall grade point average of 2.75.

History
Phi Alpha Theta
A History honor society was organized in the Fall of 1950. Its purpose was to give History majors an opportunity to learn the techniques of independent research and to acquire skill in oral presentation. In the Spring of 1956 that honor society was admitted as a sister chapter, Epsilon Omega, to Phi Alpha Theta, the interuniversity national honor society for History students. Requirements for membership: 12 credits of History with a 3.00 grade point average and a 3.00 grade point average in two thirds of the remainder of the member’s courses.

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

Society of Professional Journalists
Sigma Delta Chi
A chapter of the Society of Professional Journalists, Sigma Delta Chi was established at the Brooklyn Campus in 1962. National in scope, SPI 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
Lambda Iota Upsilon
In 1999 the Lambda Iota Upsilon Nursing Honor Society was founded on the Brooklyn Campus. The purpose of the Lambda Iota Upsilon Honor Society is to recognize nursing excellence, superior achievement, leadership, high professional standards and commitment to the profession of nursing. Membership is open to undergraduate nursing students, graduate nursing students and members of the nursing community who meet the standards and requirements for membership.

Political Science
Phi 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 national honor society in Psychology. Nine credits in Psychology, or six credits and current registration for three additional credits, are required for membership. Candidates must be in the upper third of their class in Psychology and in the upper half of their class overall.

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

Departmental Awards

Every department makes annual awards to students who have done outstanding academic work or have made significant contributions to campus life (or both).

Special Awards

American Society of Women Accountants’ Award
This award is presented to an outstanding woman graduate majoring in Accounting.

Arnold Interracial-Interfaith Award in Memory of Richard Arnold ’57, M.D.
This award is made annually to a senior who has done the most to improve interracial and interfaith relations.

Arnold Premedical Science Award in Memory of Richard Arnold ’57, M.D.
This memorial award is presented annually to the graduating premedical student with the highest scholarship average.

The Constance Bacile Memorial Award
This award, given annually to a student displaying academic excellence and integrity, was established in memory of Constance Bacile, ‘31, an active member of the Alumni Association throughout her adult life. She served as campus Director of Student Activities and Foreign Students and as Coordinator of Special Events.

Becker CPA Review Course Award
An award of $100 is presented to the outstanding senior selected by the Accounting, Taxation and Law Department.

Stanley S. Bergen Jr. Award
This award is presented to the member of each Physician Assistant graduating class with the highest evaluation in clinical work as judged by clinical preceptors.

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

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

John Burton ’35 Molecular Biology Award
This annual award is presented to an outstanding student of Molecular Biology. The prize is intended as an incentive for undergraduates to achieve their potential.

John Burton ’35 Science Award
This annual award is presented to an outstanding science student. The prize is intended as an incentive for under-graduates to achieve their potential.

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

The Ira A. Cohen Memorial Award
This award was established in memory of Ira A. Cohen, ’65, who served the Brooklyn Campus with dedication and enthusiasm, holding positions ranging from Student Government officer to Alumni Association president. It is given annually to one or more students who exhibit qualities of student leadership.

Paula M. Cooper Memorial Award
This award is conferred annually upon the member of each section of the student body whose scholarship and character merit recognition.

The William M. Hudson Memorial Award
This award is presented by the Department of Nursing to the Senior Nursing student who has demonstrated excellence in Community/Public Health nursing.

The Jacob L. Holtzmann Award
This award is given annually to a student displaying academic excellence and integrity, was established in memory of Paula M. Cooper, valedictorian in 1984. It is granted to the graduating senior whose personal values and social action illustrate a deep commitment to enlightened citizenship. Nominees are judged for their concern, leadership, application to their lives of that concern, and integration of learning and life.

Cooperative Education Student of the Year Award
This award is presented for outstanding performance and dedication to the principles and ideals of the Cooperative Education Program.

The Mildred L. B. de Barrit International Student Award
This award was established by Leonard Ching, former director of the International Students’ program at the Brooklyn Campus, in memory of Mildred L. B. de Barrit, former Dean of Women. It is given annually to an international student with an outstanding academic record who has actively participated in campus life.

Margaret Fuchs Community Health Award
This award is given by the faculty of the School of Nursing to the Senior Nursing student who has demonstrated excellence in Community/Public Health nursing.

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

The Michael Hittman & Meryl Singer Award
This award, established in 1958, is presented annually by the Long Island University Law Society to a graduating pre-law senior, admitted to a law school, who has achieved academic distinction at and who has rendered outstanding service to the Brooklyn Campus.

The William M. Hudson Memorial Award
This award is presented by the Department of Economics to a senior majoring in Economics whose scholarship and character merit recognition. The award honors the memory of the longtime Chair of the Department, who served also as Dean and Acting President.

Economics-Mathematics Honor Award
This special Honor Award is given to students who have specialized in Economics-Mathematics.

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

Margaret Fuchs Community Health Award
This award is given by the faculty of the School of Nursing to the Senior Nursing student who has demonstrated excellence in Community/Public Health nursing.

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

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

Economics-Mathematics Honor Award
This special Honor Award is given to students who have specialized in Economics-Mathematics.

The Edward Edelman and Susanne Popper-Edelman English Essay Prize
In fond remembrance of Professors Edward Edelman and Susanne Popper-Edelman for their many years of dedication to the English Department and to the teaching of LIU students, the faculty of the English Department gives four annual prizes for outstanding essays written by undergraduates in (1) English composition, (2) core literature courses, (3) advanced English courses and (4) the senior seminar.
The Esther Hyneman Graduate Awards in Poetry and Fiction
The graduate creative writing faculty of the English Department gives two annual awards, one for fiction and one for poetry, to graduating students in the creative writing program. The awards are named for Professor Emerita Esther Hyneman, in recognition of her creative energy and her many years of dedicated service to the English department.

Kaplan CPA Review Course Award
The Kaplan CPA Review Course Award is given to a selected student at the top of his or her graduate studies who is sitting for the CPA exam. This student will receive a complete CPA Review Course for all four sections of the CPA exam.

Amy and Theodore E. Kruglak Award for Seawanhaka Editor
This award is presented to the editor of Seawanhaka for meritorious service.

Kruglak Fellowship in International News Reporting
This award, endowed in the memory of Theodore E. Kruglak, provides a senior Journalism major with funds to conduct advanced research overseas.

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

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

New York State Society for Respiratory Therapy (Southeastern Chapter) Award
This award is presented to a graduating student who has achieved outstanding academic standing in Respiratory Therapy.

New York State Society of Certified Public Accountants
This award is presented to the graduating students in the Department of Accounting, Taxation and Law who have demonstrated superior academic excellence.

The Louis and Ann Parascandola Graduate English Award
In honor of his parents, Professor Louis Parascandola gives an award to an outstanding graduate student in any of the English Department’s three M.A. tracks: literature, creative writing and the teaching of writing.

The Melvin A. Pasternack Alumni Award
An annual award is presented in memory of Melvin A. Pasternack B.A., ’54, M.S., ’55, to an outstanding graduating major in theatre in the Communication Studies, Performance Studies and Theatre Department who has demonstrated qualities of leadership and creativity.

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

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

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

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

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

The John Schultz Award for Outstanding Service
A monetary award from the Media Arts Department is presented by the Alumni Office in the memory of John Schultz, ’93, whose creativity, loyalty and professionalism continue to be a great example to students who give consistent and unstinting service to their fellow Media Arts students.

The School of Business Advisory Board Award
The School of Business Advisory Board Award was established in 2007. The recipient is chosen based on his or her academic excellence, community service and commitment to the School of Business.

The Irene Sell Award for Interest in Nursing Issues
This award is given to a graduating senior in the School of Nursing who has demonstrated a special interest in professional and health care issues.

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

The Leon Sinder Prize in Anthropology
Given annually in the name of the founder of the department, this cash prize is awarded to the graduating Anthropology major with the highest grade-point average.

The Robert D. Spector Award for Academic Excellence
This award is presented by the Media Arts Department in the name of Dr. Robert D. Spector B.A., ’48, founding member of the Media Arts Department, noted scholar and teacher, and longtime Coordinator of the Division of Communications, Visual and Performing Arts. It is given to the graduating Media Arts major who has consistently performed well both academically and creatively during his or her career at the Brooklyn Campus.

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

The Wall Street Journal Award
This award, consisting of a bronze medal embedded in a block of Lucite™, is presented annually to a graduating senior majoring in Business who has shown the greatest scholastic development.

Max Wolff Memorial Award for Humaneness, a Gentle Spirit and a Sense of Outrage
Trained and experienced in the law, classical logic, Greek, sociology and education, Professor Max Wolff embodied the wisdom of the ages. He lent strength and dignity to Long Island University and brought understanding, courage and scholarship to the Department of Teaching and Learning. This award, established in 1973, is presented annually by the Teaching and Learning faculty to the senior majoring in Teaching and Learning who best
exemplifies those principles for which Professor Wolff fought and those qualities that defined his life.

**Rose Ann Wolff '64 Memorial Award**
This award is presented annually in the name of Rose Ann Wolff, whose love and dedication inspired others. The award is granted to the graduating Education senior whose scholastic record and university service best exemplifies Ms. Wolff's ideals.

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

**Alfred DiMaio Award for Outstanding Achievement in Political Science**
This award, re-named for former faculty and department chair, Alfred DiMaio in 2007, is presented annually to outstanding students in Political Science.

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

**Top Scholar Award**
Kappa Tau Alpha, National Honor Society in Journalism and Mass Communication
This award is presented to the graduating student with the highest grade-point-average.

**Lefferts Brown Award for Excellence in the Field of Digital Audio**
This award, from the Media Arts Department, is for excellence in audio production.

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

**Melvin A. Pasternack '54 Alumni Award**
This award is presented annually in memory of Melvin A. Pasternack B.A. ‘54, M.S. ‘55, to an outstanding graduating senior in the Department of Communication Studies, Performance Studies and Theatre who has demonstrated qualities of leadership and creativity in the area of Theatre.

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

**The School of Business Distinguished Financial Student Award**
This award is presented annually to our most distinguished undergraduate finance student who has shown the greatest scholastic development. The recipient is chosen based on his or her academic achievement, attitude, individual growth and potential. The student will receive a one-year subscription to the Wall Street Journal.

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

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

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

**Esther Siegel Leadership Award**
Established by the former Dean of the School of Nursing, this award recognizes a graduating senior for outstanding leadership abilities.

**Valerie Michelson Award for Community Service**
Established as an alumni award, this award recognizes a graduating senior who provides the most altruistic service to the community.

**The Laila Jean-Louis Memorial Award for Perseverance**
Established as an alumni award, this award recognizes a graduating senior(s) who persevered through personal hardship and challenges to achieve academic success and graduate from the nursing program.

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

**Service Awards**
Service awards are presented annually to students with good scholastic records who have distinguished themselves in student activities.

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

**Student-Athletes of the Year**
The most prestigious award presented at each year’s awards ceremonies, is given to honor the male and female individuals who have made a significant contribution to their sport and the athletics program of the Brooklyn Campus of Long Island University.

**Leonard Ching Outstanding International Student-Athlete Award**
This award is presented to the international student who is a member of a campus collegiate athletic team and whose good academic standing, noteworthy athletic achievement, and positive image in University and community activities reflect positively upon the student’s country of origin.

**Michelle Antoinette Hamdan Memorial Award**
This award is presented as a tribute to an athlete who has exhibited extraordinary strength of character in the face of adversity and is meant to acknowledge the athlete with “the most heart.” The award has been established in memory of Michelle Antoinette Hamdan, infant daughter of Said Hamdan, former head athletics trainer at Long Island University’s Brooklyn Campus, and his wife, Denise.

**Scholar-Athlete of the Year Award**
This award is presented to the male and female athletes who have completed athletic eligibility during the current year and have the highest overall grade point average (through the Fall semester). The award is emblematic of the true student-athlete — the person who has successfully balanced athletic and academic responsibilities.

**William “Dolly” King Memorial Award**
This award is presented annually to one male and one female student athlete in the Brooklyn Campus family who have participated in athletics and who typify the ideas that the late “Dolly” King personified: sportsmanship, enthusiasm, teamwork and leadership, along with academic achievement.
Richard L. Conolly College of Liberal Arts and Sciences is the hub of undergraduate education at Long Island University’s Brooklyn Campus, offering diverse degree programs in the humanities; the sciences; the social sciences; and the communications, visual and performing arts. It provides the general educational foundation for all academic and professional programs at the Campus through its core curriculum. Conolly College also offers an array of dual degrees and comprehensive graduate programs, including the B.S/M.S. in Communication Sciences and Disorders/Speech-Language Pathology and the Ph.D. in Clinical Psychology. Our diverse curriculum allows you to sample a range of academic disciplines, from biology and chemistry to dance and media, from creative writing and philosophy to psychology and history.

Our outstanding faculty members are not only experts in their fields, but also supportive mentors who will help you to become comfortable with the college culture as you hone your critical thinking and communication skills, and strive to reach your full potential.

At the College of Liberal Arts and Sciences, we believe in providing our students with the academic preparation necessary for lifelong learning and in equipping them with the skills, knowledge, and insights to be productive citizens, thus enabling them to participate fully in the complicated world in which we live. It is our task to ensure that all graduates are successful in entering the workforce, thereby elevating their prospects for greater financial independence.

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

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Fields of Study

Biochemistry
Media Arts
Music (Applied Music, Music Theory, Jazz Studies)*

Biology
Music (Applied Music, Music Theory, Jazz Studies)*

Chemistry
Philosophy*

Communication Sciences and Disorders
Physics**

Dance
Political Science

Economics
Psychology

English
Social Science

Fine Arts
Sociology/Anthropology

Foreign Languages and Literature*
Speech

History
Theatre**

Humanities

Journalism

Mathematics

*Not offered as a major in the evening session.

**No major offered.

The fields of study are grouped as follows:

I. Division of Humanities
- Communication Sciences and Disorders
- English
- Foreign Languages and Literature (French, Italian and Spanish)
- Humanities
- Philosophy
- Minors in Gender Studies and Africana Studies

II. Division of Science
- Biochemistry
- Biology (Medical Technology, Cytotechnology, Nuclear Medicine Technology, and Molecular Biology)
- Chemistry
- Mathematics
- Physics

III. Division of Social Science
- Economics
- History
- Political Science
- Psychology
- Social Science
- Sociology/Anthropology
- Minors in Latin American and Caribbean Studies and Asian Studies

IV. Division of Communications, Visual and Performing Arts
- Journalism and Communication Studies (Speech)
- Performing Arts – Dance, Music and Theatre
- Media Arts
- Visual Arts

Associate Degree
To qualify for an associate degree students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade-point average.

Students who intend to continue on to a bachelor’s degree must reapply for admission. Students interested in an associate degree should seek counseling. For further information, contact the Associate Dean, Richard L. Conolly College.

Pre-Law Advisement
Students considering law school and law as a career should consult as early as possible with the pre-law adviser for help in drawing up their academic programs. Students should also seek advice regarding when to take the law school admission test (LSAT) and when to submit applications to law schools. A brochure on Pre-Law: Undergraduate Preparation at Long Island University / The Brooklyn Campus is available. Contact Dr. Stacey Horstmann-Gatti, History Department, Room 8th Floor Humanities Bldg (718) 488-1057.

Premedical and Preprofessional Evaluating Committee
The Premedical and Preprofessional Evaluating Committee assists students planning to apply to schools of medicine, dentistry, chiropractic, podiatry, osteopathy, optometry and veterinary medicine. Advisers are available in the Science Division to work with students regarding preparing for entrance into these professional schools. Students interested in entering these health professions and who desire a “composite” letter of recommendation from the committee should register with the chair of the committee, preferably in their freshman year. Contact Dr. Edward Donahue, Chemistry Department, Room M-804; (718) 488-1664.
HUMANITIES (DIVISION I)

The Humanities Division offers undergraduate degrees in English, foreign languages and literature, and philosophy; and graduate degree programs in English. Each provides a humanistic foundation for almost all professional fields. The Division also offers undergraduate and graduate programs in communication sciences and disorders, which serves to advance this expanding discipline within a culturally and linguistically diverse society. An interdisciplinary major also is available in the humanities, and students can minor in English, Spanish, French, philosophy, gender studies and Africana studies.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

Department of Communication Sciences and Disorders

(718) 488-4122
Professor: Moses (Chairperson)
Associate Professors: Champion (Graduate Program Director), Koenig, G. Youmans, S. Youmans
Assistant Professors: Shi, Tyrone
Clinical Administrators: Dwyer (Clinical Director), Rosas (Assistant Clinical Director)
Academic Advisor: Briffel
Adjunct Faculty: 10

The Department of Communication Sciences and Disorders offers a pre-professional undergraduate program in Communication Sciences and Disorders, and a graduate program in Speech-Language Pathology. The Department is committed to advancing the study of human communication sciences and disorders within a culturally and linguistically diverse society.

Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. The Department of Communication Sciences and Disorders fosters respect for diversity and a commitment to serve individuals with communication problems.

B.S. in Communication Sciences and Disorders

The Department offers a pre-professional program leading to a Bachelor of Science Degree in Communication Sciences and Disorders (CSD). Upon graduation, students will be prepared to begin their graduate studies in Speech-Language Pathology.

Students who wish to major in CSD must make an appointment to see the undergraduate program director for an initial meeting. Students accepted into the department will be assigned a departmental advisor. Thereafter, the student should schedule a meeting with his or her advisor at least once a term. Students must bring an unofficial transcript of their grades to all advisement meetings. The advisor will check grades and prerequisite courses as the student is assigned into specific classes. Advisors will also assist students in developing objectives, exploring career possibilities, and devising a personalized plan of study that will best prepare them for graduate study.

Entry into the major:
All students must meet the following requirements to matriculate as a major in Communication Sciences and Disorders:
1. Acceptance to Long Island University – Brooklyn Campus by the Office of Admissions.
2. A personal interview with the undergraduate program director.
   - Students must bring an unofficial transcript of their grades to this interview.
   - Entry into the program is contingent upon recommendation by program director.
3. A minimum cumulative grade point average (GPA) of 2.75 GPA.

Academic Standing

The program in Communication Sciences and Disorders is a pre-professional program in Speech-Language Pathology. This is a very competitive profession. There are many students competing for admission into graduate school, and graduate programs in the greater New York area accept a limited number of students each year. A graduate degree in Speech-Language Pathology is necessary in order to qualify for professional certification and licensure: the Certificate of Clinical Competence from the American Speech-Language Hearing Association and the New York State License in Speech-Language Pathology. In order to ensure your success, we have established the following academic standards within the Department of Communication Sciences and Disorders at Long Island University, Brooklyn Campus:
1. Students must attend all class meetings and be in class on time. Consistent absences or lateness will affect students’ final grades.
2. The following sequence is prerequisite to advanced coursework:
   - SPE 100: Voice and Diction
   - SLP 100: Culture, Communication and Language I
   - SLP 104: Articulatory Phonetics
   - SLP 113: Anatomy & Physiological Bases of Speech and Language I
   - SLP 125: Culture, Communication and Language II
   - SLP 133: Speech Science I: Acoustic Phonetics
   - SLP 213: Anatomy & Physiological Bases of Speech and Language II
   - SLP 231: Language Acquisition Across the Lifespan I: The Early Years
   - SLP 233: Speech Science II: Research Methods
3. Students must achieve a B- or higher in these courses to continue in the major. Students may repeat a course no more than once. Students must complete foundation and intermediate courses before taking advanced courses. Students are required to honor all course pre-requisites and receive acceptable grades to continue in the program. Instructors will not allow students to remain in a class for which prerequisite coursework has not been taken.
4. It is the responsibility of students to follow the sequence of courses outlined in the undergraduate bulletin.
5. To continue in the major and take advanced courses, students must maintain a minimum overall GPA of 3.0 and achieve and maintain a minimum GPA of 3.0 across all SLP courses. Students may receive no more than one grade of C+ or lower in the major (i.e., required courses in Speech-Language Pathology or Psychology). Students who receive a grade of C+ in any course will be strongly encouraged to retake that course. If a student receives 2 or more grades of C+, the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the major.
6. All students are assigned a faculty advisor. Students doing C+ or below work in any course in their major at midterm must see their advisor at once (well before the end of the term).
7. Students are expected to maintain high standards of ethical conduct and integrity. Any student who violates these standards will be asked to leave the major.
8. Students who are having difficulty managing the requirements of the program will be directed to appropriate counseling and academic support services by their departmental advisors, and recommendations will be recorded in the student’s file. Students are expected to follow up on all faculty recommendations. Students can also contact the Academic Advisement Center themselves: 718-488-1042.
9. Students who do not maintain required academic standing as outlined above will be referred to the Departmental Committee on Academic Standing. This committee may recommend dismissal from the CSD major. Grievance procedures are those followed by the University.
10. Students should be aware that while they may graduate with a minimum overall GPA of 3.0 in major and minimum SLP GPA of 3.0, most graduate programs in SLP have higher GPA admissions requirements. Therefore, students should strive to earn higher grades than those stipulated above.

Clinical Observation (SLP 410 and 411)

All majors must complete Clinical Observation as part of SLP 410 and 411. As part of these courses, students spend time observing professional speech-language pathologists and
audiologists, and obtain a minimum of 12.5 observation hours in each course. Students are expected to uphold all dress codes, attendance requirements, and standards of professional conduct set both by their observation sites and by the program in Communication Sciences and Disorders at the LIU Brooklyn Campus.

**National Student Speech Language Hearing Association (NSSLHA)**

NSSLHA is the pre-professional national organization for master’s candidates and undergraduate students interested in the study of normal and disordered human communication behavior. The Department of Communication Sciences and Disorders at the LIU Brooklyn Campus has established a Speech-Language-Hearing Society as a local chapter of the NSSLHA. All speech majors are encouraged to apply for membership.

The Speech-Language-Hearing Society will serve as a forum for discussion of issues both in the Speech Pathology program at LIU and in the field itself. It will also serve as a network between students, faculty and practitioners.

Any student desiring membership into the Speech-Language-Hearing Society should register with the Recording Secretary before a general meeting. NSSLHA application forms can also be obtained from the Recording Secretary or in the department office.

**Communications Sciences & Disorders Bachelor of Science Major Requirements**

**Major Grade Point Average**

3.00 Major GPA Required.

The following thirteen (13) courses must be fulfilled:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 100</td>
<td>Culture Communication and Language I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 104</td>
<td>Phonetics</td>
<td>4.00</td>
</tr>
<tr>
<td>SLP 113</td>
<td>Anatomical and Physiological Bases for Speech and Language I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 125</td>
<td>Culture Communication and Language II</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 133</td>
<td>Speech Science I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 213</td>
<td>Anatomical and Physiological Bases for Speech and Language I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 231</td>
<td>Language Acquisition Across the Lifespan I: The Early Years</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 233</td>
<td>Speech Science II</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 321</td>
<td>Audiology I - Hearing Science</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 331</td>
<td>Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 410</td>
<td>Introduction to Communication Disorders I</td>
<td>4.00</td>
</tr>
<tr>
<td>SLP 411</td>
<td>Introduction to Communication Disorders II</td>
<td>4.00</td>
</tr>
<tr>
<td>SLP 421</td>
<td>Audiology II - Aural Rehabilitation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Communication Sciences & Disorders Ancillary Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 107</td>
<td>Developmental Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 108</td>
<td>Developmental Psychology II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Abnormal Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 100</td>
<td>Voice and Diction</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 251</td>
<td>Students with Special Needs</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following two (2) courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 100</td>
<td>Introductory Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Statistics in Psychology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Bachelor of Science Core Requirements**

**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Skills Proficiency Courses are:</td>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>English Composition Core Requirement - Three credits from the following</td>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Core Seminar Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Speech Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Philosophy Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**History Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
</tbody>
</table>
The B.S./M.S. program is offered to 1. entering freshman, 2. currently enrolled students at LIU and 3. to transfer students.

Students admitted to this program will have the opportunity to make a smooth transition from undergraduate pre-professional studies to graduate professional studies. Students who remain in good academic standing are guaranteed an uninterrupted continuation into their graduate studies ultimately earning a B.S. in Communication Sciences and Disorders and an M.S. in Speech-Language Pathology. Although students begin taking graduate courses in the senior year, students requiring proficiency and skills courses may have a lengthened course of study.

**Admission to the B.S./M.S. program**

Students may apply to the B.S./M.S. program either as 1. Entering freshman, 2. Current LIU students, or 3. Transfer students. Program models are listed below.

1. **Entering freshman** (Fall admission only)

   Students who have demonstrated exceptional academic performance in high school may be admitted into the B.S./M.S. program. Admission to the B.S./M.S. program does not guarantee automatic progression into the M.S. portion of the degree (600 level or higher courses). Students must meet specific competency standards at the end of their freshman and sophomore years in order to continue in the program. Only students who have a minimum cumulative 3.5 GPA overall in required SLP courses by the end of the Spring semester of their sophomore year will be allowed to continue in the B.S./M.S. program.

   **Admission Criteria**
   - A minimum high school GPA of 3.2.
   - Completion of a high school program in liberal arts and sciences to include 4 units of English, 3 of Math and 2 of Science (Biology and Physics).
   - Satisfactory interview.
   - Demonstration of English writing proficiency.

2. **Current students**

   Students currently enrolled in the CSD program at the Brooklyn Campus may apply to the B.S./M.S. program once they have completed a minimum of 45 credits, and before they exceed 90 credits.

   **Admissions Criteria**
   - A minimum grade of B- in each required SLP course.
   - A minimum overall GPA of 3.2.
   - Satisfactory interview.
   - Demonstration of English writing proficiency.

3. **Transfer students**

   Transfer students who expect to earn an Associate of Arts and Sciences degree by the
spring semester prior to Fall admissions may apply. Transfer students declare their intent to apply for the B.S./M.S. by the time he/she has achieved 90 credits.

Admissions Criteria
Admission to the B.S./M.S. program is competitive and requires:
• Completion of sixty undergraduate credits by date of admission
• A minimum overall GPA of 3.2
• Undergraduate courses must include English Composition, Psychology, Introduction to Speech (Voice and Diction), Math, and Science (Biology and Physics).
• Satisfactory interview
• Demonstration of English writing proficiency

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

Academic Standing
In order to continue in the B.S./M.S. program:
• Students must maintain a minimum cumulative GPA of 3.2.
• Students may not receive grades lower than “B-” in math, science, psychology and advanced SLP courses.
• Students who receive a grade lower than a “B-” in any course must retake that course. Students may not retake more than one SLP course. If a student receives more than one grade below “B-”, the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. program.
• Students leaving the B.S./M.S. program may continue in the B.S. degree program in CSD as long as they meet the requirements for that program.

Communications Sciences & Disorders (SLP) B.S./M.S. Requirements
The B.S./M.S. Degree consists of two equal parts; the B.S. pre-requisites are listed in the first section below (SLP 100-600) and the M.S. foundation, and higher level requirements are listed second (SLP 600-644). The B.S./M.S. Degree gives students flexibility in choosing advanced electives.

Bachelor of Science Core Requirements
Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

| The Skills Proficiency Courses are: | DSM 01 | Developmental Skills Mathematics 01 | 0.00 |
| DSM 09 | Developmental Skills Mathematics 09 | 0.00 |
| ENG 13 | English Composition | 3.00 |
| ENG 14 | English Composition | 3.00 |
| English Composition Core Requirement - Three credits from the following |
| ENG 16 | English Composition | 3.00 |
| ENG 16X | English Composition for Nonnative Speakers | 3.00 |

Core Seminar Requirement
COS 50 | Idea Of The Human | 3.00 |

Speech Core Requirement
SPE 3 | Oral Communication | 3.00 |

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)
ENG 61 | European Literatures I | 3.00 |
ENG 62 | European Literatures II | 3.00 |
ENG 63 | American Literatures | 3.00 |
ENG 64 | Non-Western Literatures | 3.00 |
HEG 21 | Literature of the Human Imagination | 3.00 |
HEG 22 | English Literature of the Human Imagination | 3.00 |

Philosophy Core Requirement
PHI 61 | Philosophical Explorations I | 3.00 |
PHI 62 | Philosophical Explorations II | 3.00 |

History Core Requirement
HIS 1 | History of Civilizations to 1500 | 3.00 |
HIS 2 | History of Civilizations Since 1500 | 3.00 |

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)
ANT 4 | Physical Anthropology | 3.00 |
ANT 5 | Cultural Anthropology | 3.00 |
ECO 1 | Introduction to Economics | 3.00 |
ECO 2 | Introduction to Economics | 3.00 |
HSS 21 | Civilization and Social Institutions | 3.00 |
HSS 22 | Civilization and Social Institutions | 3.00 |

POL 11 | Power and Politics | 3.00 |
PSY 3 | Introduction to Psychology | 3.00 |
SOC 3 | Introduction to Sociology | 3.00 |

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)
ART 61 | Introduction to Visual Art | 3.00 |
DNC 61 | Dance Through Time | 3.00 |
HAR 21 | Art, Music, and Dance in Social Context | 3.00 |
HAR 22 | Art, Music, and Dance in Social Context | 3.00 |
MUS 61 | Music and Culture | 3.00 |
THE 61 | The Theatrical Vision | 3.00 |

Science Core Requirement
BIO 22 | Biology and Modern Technology | 3.00 |

Foreign Language Core Curriculum Requirements
Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish
SPA 11 | Introductory Spanish I | 3.00 |
SPA 12 | Introductory Spanish II | 3.00 |

Foreign Language Core French
FRE 11 | Introductory French I | 3.00 |
FRE 12 | Introductory French II | 3.00 |

Foreign Language Core Italian
ITAL 11 | Introductory Italian I | 3.00 |
ITAL 12 | Introductory Italian II | 3.00 |

Foreign Language Core Honors Spanish (a student must be in the Honors Program to take the following)
HLS 21 | Honors Spanish | 3.00 |
HLS 22 | Honors Spanish | 3.00 |
Ancillary Requirements

Foreign Language Core Honors French (a student must be in the Honors Program to take the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Communication Sciences & Disorders

Major Requirements
The following thirteen (13) courses must be fulfilled:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 100</td>
<td>Culture Communication and Language I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 104</td>
<td>Phonetics</td>
<td>4.00</td>
</tr>
<tr>
<td>SLP 113</td>
<td>Anatomical and Physiological Bases for Speech and Language I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 125</td>
<td>Culture Communication and Language II</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 133</td>
<td>Speech Science I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 213</td>
<td>Anatomical and Physiological Bases for Speech and Language I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 231</td>
<td>Language Acquisition Across the Lifespan I: The Early Years</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 233</td>
<td>Speech Science II</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 321</td>
<td>Audiology I - Hearing Science</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 331</td>
<td>Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 410</td>
<td>Introduction to Communication Disorders I</td>
<td>4.00</td>
</tr>
<tr>
<td>SLP 411</td>
<td>Introduction to Communication Disorders II</td>
<td>4.00</td>
</tr>
<tr>
<td>SLP 421</td>
<td>Audiology II - Aural Rehabilitation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Communication Sciences & Disorders

Ancillary Requirements

The following five (5) courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 107</td>
<td>Developmental Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 108</td>
<td>Developmental Psychology II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Abnormal Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 100</td>
<td>Voice and Diction</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 251</td>
<td>Students with Special Needs</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following two (2) courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 100</td>
<td>Introductory Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Statistics in Psychology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The following course list represents the M.S. component of the B.S./M.S. in Speech Language Pathology (SLP).
The following are the required Foundation courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 601</td>
<td>Introduction to Research in Speech-Language Pathology</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 602</td>
<td>Advanced Language Acquisition</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 603</td>
<td>Bilingual/Multicultural Foundations I: Communication and Language Learning in Bilingual/Multicultural</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 606</td>
<td>Advanced Neuroanatomy for Speech-Language Pathology</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 608</td>
<td>Seminar in Speech-Language Pathology</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 620</td>
<td>Comparative Phonology and Phonological Disorders</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 620.1</td>
<td>Phonological Analysis Lab</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A minimum of 25 credits are required from the higher level courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 604</td>
<td>Biling/Multicult Foundations II: Assessment and Intervention: Methods &amp; Materials</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 604.1</td>
<td>Biling/Multicult Foundations Lab 1 &amp; 2</td>
<td>0.00</td>
</tr>
<tr>
<td>SLP 605</td>
<td>Diagnostic Process</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 607</td>
<td>Clincial Audiology</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 609</td>
<td>Speech Science and Instrumentation</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 621</td>
<td>Fluency Disorders</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 622</td>
<td>Voice Disorders</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 626</td>
<td>Dysphagia</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 627</td>
<td>Motor Speech</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 630</td>
<td>Topics In Communication Disorders I</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 631</td>
<td>Topics In Communication Disorders II</td>
<td>3.00</td>
</tr>
<tr>
<td>SLP 640</td>
<td>Language Disorders in Children</td>
<td>3.00</td>
</tr>
</tbody>
</table>

A minimum of 8 units are required from the Practicum sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 610A</td>
<td>Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders</td>
<td>2.00</td>
</tr>
<tr>
<td>SLP 610B</td>
<td>Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders</td>
<td>2.00</td>
</tr>
<tr>
<td>SLP 610C</td>
<td>Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 611A</td>
<td>Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 611B</td>
<td>Intermediate Practicum in the Treatment of Speech-Language and Hearing Disorders</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 611C</td>
<td>Intermediate Practicum in a School Setting/Bilingual</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 612A</td>
<td>Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 613A</td>
<td>Extended Advanced Clinical Practicum</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 614A</td>
<td>Diagnostic Practicum: Children</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 614B</td>
<td>Diagnostic Practicum: Adults</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 614C</td>
<td>Extended Diagnostic Practicum</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 615A</td>
<td>Audiology Practicum</td>
<td>1.00</td>
</tr>
<tr>
<td>SLP 616</td>
<td>Clinical Observation</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Communication Sciences and Disorders Courses

SLP 100 Culture Communication and Language I
This is the first part of a two-semester course sequence designed for students of Communication Sciences and Disorders. Its broad aims are to introduce students to the structured nature of human linguistic communication and how language varies depending on communication mode (speech, writing, sign). This course will focus specifically on analyzing linguistic structure across phonological, morphological, syntactic, and discourse levels. These analysis techniques will be used to compare and contrast structural factors across languages. Pre-requisite of SPE 3 is required. Credits: 3
All Sessions

SLP 104 Phonetics
This course is comprised of lecture and laboratory components. It provides students with a strong foundation in the processes of speech articulation and comprehensive training in the transcription of speech using the International Phonetic Alphabet (IPA). Students study basic anatomical and physiological bases of speech production and relationship between phonetics to areas of linguistic science (especially sociolinguistics, dialectology, and phonology). Attention is given to dialectal variations in American English and to dialects of speakers of English as a Second Language. Students engage in extensive transcription of Standard English, dialectal forms, child speech, and disordered speech. Independent guided transcription exercises required. Pre-requisites of SPE 3 and SLP 100 are required. Credits: 4
Every Fall and Spring

SLP 113 Anatomical and Physiological Bases for Speech and Language I
This is the first part of a two-semester course sequence offering in-depth analysis of the anatomical and physiological bases for speech and language functions. Anatomy and physiology provide the framework for understanding complex human communication processes. This course includes an introduction to communication systems. Specific emphasis is placed on the respiratory, phonatory, resonatory, articulatory, and auditory systems. Pre-requisite of SPE 3 is required. Credits: 3
Every Semester

SLP 125 Culture Communication and Language II
This is the second part of a two-semester course sequence designed for students of Communication Sciences and Disorders. Its broad aims are to explore, in detail, the nature of human linguistic communication, and the extent to which linguistic behavior varies across speakers and communities. This course covers attitudes about language and the ways in which language expresses and is influenced by different linguistic communities and cultures. Students will consider cases of language variation and change and will compare and contrast structural factors across dialects. Pre-requisites of SLP 100 and SLP 104 are required. Pre-requisite of SLP 113 is required. Credits: 3
All Sessions

SLP 126 American Sign Language I
The purpose of this course is to provide basic instruction in American Sign Language (ASL) within a cultural context. Students will learn receptive and expressive vocabulary, grammar and finger spelling via a functional approach. An overview of the history, values, and social norms of the Deaf community will be provided. Linguistic structure of ASL will be introduced and cultural behaviors will be explored. Credits: 3
Annually

SLP 127 American Sign Language II
ASL II is a continuation of ASL I with more advanced ASL instruction within a cultural context. This course will continue to develop students’ receptive and expressive language skills via a functional, conversational approach. More advanced linguistic and grammatical features will be introduced, e.g., vocabulary, finger-spelling, use of space, directionality, classifiers, body shifting, and listing. Deaf culture will be further explored, including beliefs, behaviors, and activities in which Deaf individuals engage, i.e., social, literate and artistic activities. Prerequisites: ASL I or instructor permission. Credits: 3
Annually

SLP 133 Speech Science I
This is the first part of a two-semester course sequence in Speech Science for students of Communication Sciences and Disorders. Speech Science I covers basic physical principles of acoustics and sound transmission, the relationships between speech articulation and acoustics, and the acoustical properties of individual speech sounds, prosody, and voice quality. Speech Science forms the link between articulatory phonetics and speech perception, it has wide application in speech technology. Pre-requisites of SLP 104 and SLP 113 are required. Pre-requisite of SLP 113 is required. Credits: 3
All Sessions

SLP 213 Anatomical and Physiological Bases for Speech and Language I
This course is the second in a two-semester sequence designed to provide a foundation in anatomy and physiology related to speech and linguistic processes. This second semester focuses on the anatomy and physiology of the nervous system, with special emphasis on the structures and functions required for normal speech production, swallowing, speech perception, linguistic processing, and communicative behavior. Pre-requisite of SLP 113 is required. Credits: 3
All Sessions

SLP 231 Language Acquisition Across the Lifespan I: The Early Years
This is the first part of a two-semester course sequence addressing language acquisition across the life span. This course examines language development in children of diverse cultural backgrounds, from birth through early childhood. Universals and variations across specific cultures (e.g., African-American, Latino, Asian) are examined. The developing pragmatic, syntactic, semantic and phonological components of language are explored in the context of cognitive, perceptual, affective and social development. Language acquisition as a precursor to the development of literacy is stressed. Bilingual first language acquisition will be introduced. Pre-requisites of SLP 100, SLP 104 and SLP 125 are required. Credits: 3
All Sessions

SLP 233 Speech Science II
This is the second of a two-semester course sequence in Speech Science for students of Communication Sciences and Disorders. It is meant to provide an appreciation of the complexity of speech production and perception via extensive experience in analyzing acoustic signals. Recent and classical studies in the fields of phonetics, sociolinguistics, and speech pathology are examined to demonstrate how acoustic measures can provide insight into the characteristics of normal, developing, and disordered speech across languages. Experimental design and procedures are discussed throughout the semester, and students will design and carry out individual research projects as part of the course. Pre-requisite of SLP 133 is required. Credits: 3
Annually

SLP 331 Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years
This is the second part of a two-semester course sequence addressing language acquisition across the lifespan. This course examines the language development of children of diverse backgrounds from early school-age through adolescence. Universals and variations across specific cultures (e.g., African-American, Hispanic, Asian) are examined. The developing pragmatic, syntactic, semantic and phonological components of language are explored in the context of cognitive, perceptual, affective and social development. The relationship between language, learning and literacy will be stressed.
SLP 410 Introduction to Communication Disorders I
This the first part of a two-semester course sequence in Communication Disorders across lifespan. This course will present an overview of typical processes related to communication and swallowing as a foundation for the study of the major categories of communication and swallowing disabilities. The etiology and symptomatology of communication disorders are examined with particular attention to disorders of language, articulation/phonology, and fluency. Assessment and treatment goals and procedures will be explored. Students will become familiar with the current research through reading the various professional journals. Twenty-five hours of clinical observation are required.

SLP 411 Introduction to Communication Disorders II
This the second part of a two-semester course sequence in Communication Disorders across the life span. This course examines the etiology and symptomatology of communication and swallowing disorders with a special emphasis on organic and neurogenic problems. Culturally and linguistically appropriate assessment and treatment goals and procedures are explored. Students become familiar with the current research through reading the various professional journals. Twenty-five hours of clinical observation are required.

SLP 421 Audiology II - Aural Rehabilitation
This course provides an understanding of the psychosocial impact of hearing loss, with an emphasis on impaired speech perception. It also discusses the principles and ongoing development of various approaches to management of hearing loss, including amplification and other sensory prostheses, manual communications, and rehabilitative therapies.

The pre-requisite of SLP 421 is required.
### English Department

University Professor: Hagedorn  
Professors: Allen, Bennett, Dilworth (Co-chair), Haynes Malinowtiz, Matz, Mutnick, Parascandola, Pattison, Warsh  
Professors Emeriti: Bernard, Braid, Henning, Hullot-Kentor, Hyemen, Kleinkamp, Li, Silverstein, Templeton, Zilversmit  
Associate Professors: Gilles, High, Horrigan, McCray, McGarthy, Schweizer, Stephens (Co-chair), Swaminathan,  
Assistant Professors: Bokor, Killoran, Peele  
Instructors: M. Berninger, Sohn, Yoffie  
Adjunct Professors: W. Berninger, Boutwell  
Adjunct Associate Professor: L. Hassan  
Adjunct Faculty: 20

The English Department offers a wide range of courses to meet the needs of a diverse student body. Beginning in the Writing Program, our courses provide training in textual analysis, interpretive skills and writing proficiency, skills that are crucial to success in college and beyond — as well as to the exercise of democracy and global citizenship. Our sophomore literature courses survey both Western traditions and the non-Western literatures of Africa, Asia and Latin America. In required core classes and degree programs, our emphasis is always on writing as a creative and rhetorical act and on the analysis of texts in historical, critical, and cultural contexts. In addition to the English Department Writing Program and the surveys of literature in English required in the Humanities core curriculum, the Department undergraduate and graduate programs provide a selection of courses in American, British and world literature, as well as courses in gender studies, creative writing, rhetoric and ethnic studies. The Department also offers nontraditional courses (numbered above 200) that vary from semester to semester.

Candidates for the B.A. in English concentrate in literature, creative writing, or rhetoric. The undergraduate program features coursework in cultural criticism, literary analysis, the essay, rhetoric and professional writing. The rigorous study of literary and cultural texts — from the canon and from traditions historically excluded from academic study — is at the center of our work.

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### B.A. in English

**Bachelor of Arts Core Requirements**

**Skills/Proficiency Requirements**

<table>
<thead>
<tr>
<th>DSM 01</th>
<th>Developmental Skills</th>
<th>0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 09</td>
<td>Developmental Skills</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| ENG 13 | English Composition | 3.00 |
| ENG 13X | English Composition for Nonnative Speakers | 3.00 |
| ENG 14 | English Composition | 3.00 |
| ENG 14X | English Composition for Nonnative Speakers | 3.00 |

**Core Curriculum Requirements**

**English Composition Core Requirement**

| ENG 16 | English Composition | 3.00 |
| ENG 16X | English Composition for Nonnative Speakers | 3.00 |

**Core Seminar Requirement**

| COS 50 | Idea Of The Human | 3.00 |

**Speech Core Requirement**

| SPE 3 | Oral Communication | 3.00 |

**English Literature Core Requirement**

Six credits from the following (student must be in Honors Program to take HEG 21 or HEG 22):

| ENG 61 | European Literatures I | 3.00 |
| ENG 62 | European Literatures II | 3.00 |
| ENG 63 | American Literatures | 3.00 |
| ENG 64 | Non-Western Literatures | 3.00 |
| HEG 21 | Literature of the Human Imagination | 3.00 |
| HEG 22 | Literature of the Human Imagination | 3.00 |

**Philosophy Core Requirement**

| PHI 61 | Philosophical Explorations I | 3.00 |
| PHI 62 | Philosophical Explorations II | 3.00 |

**History Core Requirement**

| HIS 1 | History of Civilizations to 1500 | 3.00 |
| HIS 2 | History of Civilizations Since 1500 | 3.00 |

**Social Science Core Requirement**

Six credits from the following (student must be in Honors Program to take HSS 21 or HSS 22):

| ANT 4 | Physical Anthropology | 3.00 |
| ANT 5 | Cultural Anthropology | 3.00 |
| ECO 1 | Introduction to Economics | 3.00 |
| ECO 2 | Introduction to Economics | 3.00 |
| HSS 21 | Civilization and Social Institutions | 3.00 |
| HSS 22 | Civilization and Social Institutions | 3.00 |
| POL 11 | Power and Politics | 3.00 |

**Communication, Visual and Performing Arts Core Requirement**

Three credits from the following (student must be in Honors Program to take HAR 21 or HAR 22):

| ART 61 | Introduction to Visual Art | 3.00 |
| DNC 61 | Dance Through Time | 3.00 |
| HAR 21 | Art, Music, and Dance in Social Context | 3.00 |
| HAR 22 | Art, Music, and Dance in Social Context | 3.00 |
| MUS 61 | Music and Culture | 3.00 |
| THE 61 | The Theatrical Vision | 3.00 |

**Science Core Requirement**

| BIO 22 | Biology and Modern Technology | 3.00 |
| CHM 21 | Chemistry and Modern Technology | 3.00 |
| PHY 20 | The Physical Universe | 4.00 |

**Mathematics Core Requirement**

One course from the following.

| MTH 15 | Mathematical Tools and Their Use | 4.00 |
| MTH 16 | Finite Mathematics | 3.00 |

**Orientation Seminar Core Requirement**

| OS 1 | The University: Discovery and Change | 1.00 |

**Liberal Arts and Science Foreign Language Core Curriculum Requirements**

Must complete 6 credits in one of the foreign language disciplines listed below.

**Foreign Language Core Spanish**

| SPA 11 | Introductory Spanish I | 3.00 |
| SPA 12 | Introductory Spanish II | 3.00 |

**Foreign Language Core French**

| FRE 11 | Introductory French I | 3.00 |
| FRE 12 | Introductory French II | 3.00 |

**Foreign Language Core Italian**

| ITL 11 | Introductory Italian I | 3.00 |
| ITL 12 | Introductory Italian II | 3.00 |

**Foreign Language Core Honors Spanish**

Note: Student must be in Honors Program to take the following.

<p>| HLS 21 | Honors Spanish | 3.00 |
| HLS 22 | Honors Spanish | 3.00 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**English B.A. Literature**

**Concentration Requirements**

The student must complete the following seven courses:

<table>
<thead>
<tr>
<th>ENG 101</th>
<th>Introduction to English Studies</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 128</td>
<td>Early British Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 129</td>
<td>Later British Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Early Literatures of the United States</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 159</td>
<td>Literatures of the United States since 1865</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 169</td>
<td>Non-Western or Post-Colonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 190</td>
<td>Senior Seminar in Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The student must complete an additional three English courses. These courses should be chosen in consultation with the English Department's Undergraduate Registration Advisor.

**English B.A. - Writing and Rhetoric Concentration**

The student must complete the following four courses:

<table>
<thead>
<tr>
<th>ENG 101</th>
<th>Introduction to English Studies</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 171</td>
<td>Introduction to Classical Rhetoric</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 172</td>
<td>Introduction to Contemporary Rhetorical Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 192</td>
<td>Senior Seminar in Writing and Rhetoric</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The student must complete three courses from the following. (Notes: ENG 163, ENG 168, 173, ENG 174, and ENG 175 may be taken twice for credit by English majors concentrating in Writing & Rhetoric. ENG 103 and JOU 150 are the same course; English majors should register for ENG 103. ENG 126 and JOU 119 are the same course; English majors should register for ENG 126.)

<table>
<thead>
<tr>
<th>ENG 103</th>
<th>Workshop in the Essay</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 126</td>
<td>News Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 163</td>
<td>Explorations in Non-Fiction Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 168</td>
<td>Creative Non-Fiction Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 173</td>
<td>Writing in the Community</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 174</td>
<td>Teaching Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 175</td>
<td>Writing for the Professions</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 119</td>
<td>News Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 150</td>
<td>Workshop in the Essay</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The student must complete two courses from the following:

<table>
<thead>
<tr>
<th>ENG 128</th>
<th>Early British Literatures</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 129</td>
<td>Later British Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Early Literatures of the United States</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 159</td>
<td>Literatures of the United States since 1865</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 169</td>
<td>Non-Western or Post-Colonial Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The student must complete one additional literature course. Any course from the following may be used to satisfy this requirement:

<table>
<thead>
<tr>
<th>ENG 119</th>
<th>Masterpieces of World Literature</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 128</td>
<td>Early British Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 129</td>
<td>Later British Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 137</td>
<td>Shakespeare</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 140</td>
<td>Major Authors</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 150</td>
<td>Studies in Ethnic Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Early Literatures of the United States</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 159</td>
<td>Literatures of the United States since 1865</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 169</td>
<td>Non-Western or Post-Colonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 170</td>
<td>Literary Periods and Movements</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 180</td>
<td>Genre Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 184</td>
<td>Modern Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 187</td>
<td>The Bible as Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Any ENG course above 200 may also be used in the above section.

**English B.A. Creative Writing Concentration Requirements**

The student must complete the following three courses:

| ENG 101 | Introduction to English Studies | 3.00 |

The student must complete three courses from the following. Note: Each of these courses may be taken twice for credit by English majors concentrating in Creative Writing.

<table>
<thead>
<tr>
<th>ENG 164</th>
<th>Explorations in Creative Writing</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 191</td>
<td>Senior Seminar in Creative Writing</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The student must complete three courses from the following:

<table>
<thead>
<tr>
<th>ENG 165</th>
<th>Poetry Workshop</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 166</td>
<td>Fiction Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 167</td>
<td>Playwriting Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 168</td>
<td>Creative Non-Fiction Workshop</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The student must complete a minimum of twelve credits in LITERATURE courses, as follows:

**Literature Requirement 1**

The student must complete at least one course from the following:

<table>
<thead>
<tr>
<th>ENG 129</th>
<th>Later British Literatures</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 159</td>
<td>Literatures of the United States since 1865</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Literature Requirement 2**

The student must complete at least two courses from the following:

<table>
<thead>
<tr>
<th>ENG 128</th>
<th>Early British Literatures</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 129</td>
<td>Later British Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Early Literatures of the United States</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 159</td>
<td>Literatures of the United States since 1865</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 169</td>
<td>Non-Western or Post-Colonial Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Literature Requirement 3**

The student’s remaining credits in literature may be satisfied by any of the following courses. Note: The total number of credits required from the following will depend on how the student satisfied Literature Requirement 1 and Literature Requirement 2 above.

<table>
<thead>
<tr>
<th>ENG 119</th>
<th>Masterpieces of World Literature</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 128</td>
<td>Early British Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 129</td>
<td>Later British Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 137</td>
<td>Shakespeare</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 140</td>
<td>Major Authors</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 150</td>
<td>Studies in Ethnic Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Early Literatures of the United States</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 159</td>
<td>Literatures of the United States since 1865</td>
<td>3.00</td>
</tr>
</tbody>
</table>
ENG 169 Non-Western or Post-Colonial Literature 3.00
ENG 170 Literary Periods and Movements 3.00
ENG 180 Genre Studies 3.00
ENG 184 Modern Drama 3.00
ENG 187 The Bible as Literature 3.00

Any ENG course above 200 may also be used in the Literature Requirement 3 section above.

English Distribution Requirement
To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: Speech Language Pathology, Foreign Languages, Philosophy, Humanities, Economics, History, Political Science, Psychology, Sociology, Anthropology, Social Work. Note: This requirement may also be satisfied by completing a second major or a minor in any subject (whether on the above list or not).

Minor in English
Students may minor in English by completing any four ENG courses (12 credits) numbered above 100.

English Department Courses

ENG 13 English Composition
English 13 concentrates on improving the student’s ability to read carefully and critically and to write basic narrative and expository prose that adheres to the conventions of standard edited English. Students read and write about a variety of essays, stories and poems, as well as one longer text. Students learn what it means to read and write in an academic context. Editing skills - including the language of basic grammar, syntax, usage, and punctuation - are introduced. This course has an additional fee. Six classroom hours per week. Letter grades and U. Pre-requisite of ENG 16 is required.
Credits: 3
Every Semester

ENG 13X English Composition for Nonnative Speakers
English 13X is a course parallel to English 13 for nonnative speakers who need additional work in English as a Second Language. Like English 13, English 13X meets six hours per week. Letter grades and U. This course has an additional fee.
Pre-requisite of ENG 13X or the placement exam is required.
Credits: 3
Every Semester

ENG 14 English Composition
In English 14, students develop their reading, writing and formal rhetorical skills. Not only do students learn to read and write about a variety of texts, they also learn to compose rhetorically sophisticated essays that take into account purpose, context, and audience. Students learn strategies for creating effective written arguments. This course has an additional fee. Six classroom hours per week. Letter grades and U.
Pre-requisite of ENG 13 or the placement exam is required.
Credits: 3
Every Semester

ENG 14X English Composition for Nonnative Speakers
English 14X is a course parallel to English 14 for nonnative speakers who need additional work in English as a Second Language. Like English 14, English 14X meets six hours per week. Letter grades and U. This course has an additional fee.
Pre-requisite of ENG 13X or the placement exam is required.
Credits: 3
Every Semester

ENG 16 English Composition
English 16 seeks to initiate a dialogue among students that leads them to write with more than their own “personal” position in mind: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. To this end, students in English 16 are required to integrate the thoughts and words of other writers into their own essays. Both in relation to their own experience and to a text or set of texts, student writers in English 16 learn how to articulate and develop a sophisticated argument within a specific rhetorical situation. Three classroom hours per week. Part of Core requirement.
Pre-requisite of ENG 14 or the placement exam is required.
Credits: 3
Every Semester

ENG 16X English Composition for Nonnative Speakers
English 16X is a course parallel to English 16 for nonnative speakers who needs additional work in English as a second language. Three hours per week. Letter grades and U. This course has an additional fee.
Pre-requisite of ENG 14X or the placement exam is required.
Credits: 3
Every Semester

ENG 61 European Literatures I
An examination of significant works of literature from Ancient Greece and Rome and Medieval and Renaissance Italy, France, Germany and England. Intensive readings from epics, sacred books, poems, plays and tales - arranged chronologically or thematically. All texts read in English.
Pre-requisite of ENG 16 is required.
Credits: 3
Every Semester

ENG 62 European Literatures II
An examination of significant works of European literature, from the 18th Century to the present. Intensive readings from a wide representation of texts - novels, poems, plays and essays - arranged chronologically or thematically. All texts read in English.
Pre-requisite of ENG 16 is required.
Credits: 3
Every Semester

ENG 63 American Literatures
A survey of the literatures and traditions of the United States from Colonial times to the present, with attention paid to the larger context of literary traditions across all the Americas - North America, the Caribbean, Latin America. Arranged chronologically or thematically. All texts read in English.
Pre-requisite of ENG 16 is required.
Credits: 3
Every Semester

ENG 64 Non-Western 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 specified 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 16 is required.
Credits: 3
Every Semester

ENG 101 Introduction to English Studies
Required of all English majors (who should take this course in the first or second semester of upper-division work in English), this course maps out the field of English Studies and provides a foundation for more advanced study in literature, creative writing, and rhetoric. Students develop skills in close reading, argumentation, prosody, and research. The course addresses issues in critical theory and introduces students to literary and rhetorical traditions.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64, or HEG 21 and 22.
Credits: 3
Annually

ENG 102 History of Literary Theory
Readings survey the history of literary theory from Plato to the present. A wide variety of critical approaches are discussed, including Classicism, Neo-Classicism, Romanticism, Marxism, New Criticism, Structuralism, Psychoanalytic Criticism, Feminism, Queer Theory, Post-Structuralism, Ethnic Studies, New Historicism, and Cultural Studies. Subjects differ from semester to semester.
May be taken twice for credit.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 On Occasion

ENG 103 Workshop in the Essay
A nonfiction writing workshop in the genre of the essay. Content open to subjects across the disciplines, with particular emphasis on the essay as a literary form. Development of writing techniques through analysis of professional and student work. Weekly class sessions and frequent conferences on student work. (Same as Journalism 150.)
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 On Occasion

ENG 119 Masterpieces of World Literature
Intensive reading and study of selected masterpieces of world literature. Texts and course focus will change from semester to semester. Possible texts include The Iliad, The Dream of the Red Chamber, The Divine Comedy, and Sundiata. Authors studied range from Sophocles and Dante to Moliere, Goethe, and Morrison.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 On Occasion

ENG 126 News Writing
Introduction to writing news stories, which are studied for their organization, form, style and effectiveness as expression and communication. In newsroom laboratory sessions, students apply professional standards to frequent assignments. Four hours. Note: English majors should be sure to register for this course as ENG 126 rather than JOU 119.
 Pre-requisite of ENG 16 is required.
 Credits: 3
 Every Fall and Spring

ENG 128 Early British Literatures
An exploration of significant texts and topics in British literature from its beginnings to 1800. The course focuses on a period of at least two hundred years and includes texts by Chaucer and Shakespeare. Themes vary from semester to semester, and may include topics such as the Monstrous and the Fantastic, Sexuality and Gender in Premodern Literature, or Heroic Identities before 1800.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 Every Fall

ENG 129 Later British Literatures
An exploration of significant texts and topics in British literature between 1800 and the present. Themes vary from semester to semester and may include topics such as the Age of Revolution, Writing Empire, or (Re)Writing Religion in Modern British Literature.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 Every Spring

ENG 137 Shakespeare
The greatness of Shakespeare explored through the intensive study of selected plays and poems.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 On Occasion

ENG 140 Major Authors
A concentrated study of one or two authors or a writer and a major school—American or British. Topics may include Chaucer, Jonson, Donne, Wordsworth, Coleridge, Austen, Woolf and the Bloomsbury Circle, Faulkner, Hemingway, Wright and the Chicago School, or Morrison. Subjects differ from semester to semester. May be taken twice for credit.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 On Occasion

ENG 150 Studies in Ethnic Literature
An intensive examination of particular traditions in literature. Subjects differ from semester to semester. Topics may include African-American literature, Asian-American literature, Jewish literature, Russian literature, or Latino/a literature. May be taken twice for credit.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 On Occasion

ENG 151 Literature of Women
An intensive examination of women's literature. Topics include: Femmes Fatales, Domestic Drama, the Romance, Women and Power, Women Poets, Women and Sexuality. Subjects differ from semester to semester. May be taken twice for credit.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 On Occasion

ENG 153 Exploring Race and Ethnicity
An exploration of significant texts and topics in American literature from the Civil War to the present. Themes vary from semester to semester. Possible topics include: Country and City, Representing the Nation, Literature of a Multicultural United States.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 Every Spring

ENG 156 Gender and Language
An examination of the relationship of gender and sexuality to studies of reading, writing, language use, and language acquisition. Subjects differ from semester to semester. Topics may include language and gender, gender and reading, contemporary masculinities, images of women in literature, lesbian and gay voices, queer theory, and writing about lesbian and gay issues. May be taken twice for credit.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 On Occasion

ENG 163 Explorations in Nonfiction Writing
A nonfiction workshop in which students explore topics that include the essay, experimental nonfiction, zine writing, and digital storytelling. Emphasis on discussion of student manuscripts and individual conferences with instructor. May be taken twice for credit.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 Annually

ENG 164 Explorations in Creative Writing
A creative writing workshop in which students explore topics in writing including spoken word, poetry, experimental fiction, poet's theater, short 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.
 Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
 Credits: 3
 Annually

ENG 165 Poetry Workshop
An intensive workshop devoted to writing poetry. Students will also be required to read selected poetry from published poets. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit only by English majors concentrating in Creative Writing.
 Pre-requisite of ENG 104 is required.
 Of the following courses two are prerequisites: ENG 61, ENG 62, ENG 63 and or ENG 64; or
HEG 21 and 22.
Credits: 3
Every Fall

ENG 166 Fiction Workshop
An intensive workshop devoted to writing fiction. Students will also be required to read selected fiction 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 only by English majors concentrating in Creative Writing.
Pre-requisite of ENG 104 is required.
Of the following courses two are pre-requisites: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Annually

ENG 167 Playwriting Workshop
An intensive workshop devoted to writing plays. Students will also be required to read selected plays from published playwrights. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit by English majors concentrating in Creative Writing.
Pre-requisite of ENG 104 is required.
Of the following courses two are pre-requisites: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Every Spring

ENG 168 Creative Non-Fiction Workshop
An intensive workshop devoted to writing literary essays. Students will also be required to read selected essays by published authors. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit by English majors concentrating in Creative Writing or English majors concentrating in Writing & Rhetoric.
Pre-requisite of ENG 103 is required.
Of the following courses two are pre-requisites: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Every Occasion

ENG 169 Non-Western or Post-Colonial Literature
This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Every Occasion

ENG 170 Literary Periods and Movements
A concentrated study of a particular period or movement in literary history. The focus may be on a specific national literature (American or British) or on the theoretical underpinnings of a movement. Subjects differ from semester to semester. Topics may include Colonial Encounters, Romanticism, the Victorians, Realism and Naturalism, Modernism, or Post-Modernism. May be taken twice for credit.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Every Occasion

ENG 171 Introduction to Classical Rhetoric
Readings survey key figures and texts of the rhetorical traditions (Ancient through Enlightenment). Course work emphasizes mastery of the material central to the development of the field of rhetoric.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
On Occasion

ENG 172 Introduction to Contemporary Rhetorical Theory
Readings survey key figures and texts in contemporary rhetorical theory (nineteenth-century to the present). Course work emphasizes mastery of key rhetorical and theoretical concepts and focuses on how these theories have been influenced by earlier developments and how they have influenced current trends.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Every Fall

ENG 173 Writing in the Community
A writing workshop in which students study the rhetoric and writing of community-based and other advocacy organizations. Topics vary from semester to semester and may include rhetorical analysis of community-based texts and strategies for the production of a range of writing, such as oral histories, grant proposals and pamphlets. May be taken twice for credit by English majors concentrating in Writing and Rhetoric.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Annually

ENG 174 Teaching Writing
A seminar in which students survey the history, theories and practices of teaching writing at the high school and college levels. Topics vary from semester to semester and may include the history of writing instruction, composition theories and pedagogies, literacy theories and research, one-to-one conferencing, developing and designing curricula and assignments, and responding to student writing. May be taken twice for credit by English majors concentrating in Writing and Rhetoric.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Annually

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. May be taken twice by English majors concentrating in Writing and Rhetoric.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Annually

ENG 176 Modern Drama
A study of selected nineteenth- and twentieth-century playwrights, focusing on their investigation of contemporary issues and problems.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
On Occasion

ENG 177 The Bible as Literature
The study of the Bible (in the King James version) as a work of literature, both for its expressiveness in language and images and its relation to literary forms, including lyric poetry, drama or debate, and narrative. Those features of the Bible that are universal or archetypal in terms of its symbols or imaginative content are discussed, as is the world view implied in the Bible, which is compared with the world views of other civilizations.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG
64; or HEG 21 and 22.
Credits: 3

On Occasion

ENG 190 Senior Seminar in Literature
In this capstone course, English majors concentrating in Literature pursue independent research projects in the history of literary studies or critical analysis. Each student develops a substantial research paper and presents it to the seminar. Additional prerequisite: Permission of Department Chair.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Every Spring

ENG 191 Senior Seminar in Creative Writing
In this capstone course, English majors concentrating in Creative Writing pursue independent writing projects, resulting in a portfolio of poems, fiction, plays or essays. Additional prerequisite: Permission of Department Chair.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Every Spring

ENG 192 Senior Seminar in Writing and Rhetoric
In this capstone course, English majors concentrating in Writing and Rhetoric apply the rhetorical knowledge and skills they have mastered in their other courses. Each student produces a substantial research paper analyzing a field-related issue or problem through the lens of his or her academic work in writing and rhetoric. May include a relevant internship. Additional prerequisite: Permission of Department Chair.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
Every Spring

ENG 193 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
On Demand

ENG 196 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
On Demand

ENG 197 Independent Study
Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional prerequisite: Permission of Department Chair and permission of the Dean.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
On Demand

ENG 198 Independent Study
Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional prerequisite: Permission of Department Chair and permission of the Dean.
Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.
Credits: 3
On Demand

ENG 203 Starting From Paumanok
This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, “Starting from Paumanok.” Named after Walt Whitman’s great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island University’s geographic and cultural connection with one of Brooklyn’s foremost literary figures. Since this annual event was inaugurated by the English Department in 1983, it has featured such scholars and writers as Ed Bullins, Ann Douglas, Vivian Gornick, Alfred Kazin, Ha Jin, Elizabeth Hardwick, Irving Howe, Nellie McKay, Walter Mosley, Lynn Nottage, Edward Said and Colson Whitehead. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.
Credits: 1
Annually
Department of Foreign Languages and Literature

Professor: Lichtman
Professors Emeriti: Bloch, Brener
Associate Professor: Racz (Chair)
Assistant Professor: Maccotta
Adjunct Faculty: 7

Proficiency in a foreign language or languages places at a student’s disposal far more than a coveted job skill that will greatly enhance his/her value in the workplace. In our increasingly multilingual world, the ability to communicate with people from other cultures and from many walks of life infinitely enriches individual experience and holds out the promise of bridging differences that now needlessly divide us. The ability to understand, speak, read and write an acquired language broadens horizons, raises cultural awareness, fosters intellectual inquiry and heightens our capacity to act effectively, ethically and compatibly in everyday global affairs.

The Department of Foreign Languages and Literature offers two-semester sequences of introductory language study in Spanish and French. Students are provided with the tools they need to develop the requisite communicational skills in speaking, listening comprehension, reading and writing while acquiring a sound working knowledge of grammar. Diverse written and aural/oral textbook and workbook assignments are chosen specifically to meet these goals. Students are additionally exposed to the culture and history of the various countries in which the languages are spoken. Onsite language-laboratory facilities and an online component complement and reinforce weekly classroom sessions, helping students perfect their pronunciation and increase their proficiency. Intermediate and upper-level courses run with sufficient enrollment.

Six credits in a foreign language are required of most entering Richard L. Conolly College students as part of the core curriculum. This requirement is satisfied by completing six credits in French, Italian or Spanish 11, 12 or the equivalent. The six credits must be in one language. Students may not take French, Italian or Spanish 12 without successful completion of French, Italian or Spanish 11 or the permission of the chair. Students with knowledge of a foreign language may be exempted. Students so exempted need not take a foreign language as part of the core requirement, but receive no credit. Exemption examinations are given by the Testing Center. For complete information concerning placement/exemption, contact the Department.

B.A. in Modern Languages

Students who wish to earn the B.A. in Modern Languages may do so with a concentration in Spanish or in French. A minimum of 24 credit hours in Foreign Languages and Literature courses numbered over 100 is required for the major. Students also may minor in French or Spanish by completing four courses at the 100 level or above in one language.

Majors and minors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisors will assist students in exploring career possibilities and devising a personalized plan of study that will best prepare them for their career goals.

Students who graduate with a B.A. in Modern Languages (Spanish concentration) may pursue a wide variety of careers with full knowledge of the advantages bilingualism confers. Those who opt to enter the workforce instead of pursuing an advanced degree in languages and literature will find that their proficiency in a second language provides them with a clear edge over their monolingual competitors for jobs in all fields, including education, business, law, medicine, government, law enforcement, performance and the arts. Functional bilingualism is an asset esteemed by all employers, and the ability to speak, read and write competently in Spanish will prove to be an ever-greater asset to job seekers in the 21st century.

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements
Completion of the skills/ proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
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</tbody>
</table>

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
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Core Seminar Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
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</table>

Speech Core Requirement

<table>
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<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
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</table>

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
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</tbody>
</table>

Science Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BIO 22</td>
<td>Biology and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Chemistry and Modern Technology</td>
<td>3.00</td>
</tr>
</tbody>
</table>
### French Courses

**FRE 11 Introductory French I**  
Introductory speaking, reading, writing and understanding French with emphasis on contemporary culture.  
Credits: 3  
Every Fall and Spring

**FRE 12 Introductory French II**  
Introductory speaking, reading, writing and understanding French with emphasis on contemporary culture.  
Pre-requisite of FRE 11 is required.  
Credits: 3  
Every Fall and Spring

**FRE 31 Intermediate French**  
Continued emphasis on speaking, reading, writing and understanding French through modern readings.  
Pre-requisite of FRE 12 is required.  
Credits: 3  
On Demand

**FRE 32 Intermediate French**  
Continued emphasis on speaking, reading, writing and understanding French through modern readings. Prerequisite of FRE 12 is required.  
Credits: 3  
On Demand

**FRE 50 French for French-Speaking Students**  
This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability.  
Credits: 3  
On Demand

**FRE 51 French for French-Speaking Students**  
This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability.  
Credits: 3  
On Demand

**FRE 101 Introduction to French Literature**  
This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.  
Credits: 3  
On Demand

**FRE 102 Introduction to French Literature**  
This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.  
Credits: 3  
On Demand

### Italian Courses

**ITAL 11 Introductory Italian I**  
Introductory speaking, reading, writing and understanding Italian with emphasis on contemporary culture.  
Credits: 3  
Every Fall

**ITAL 12 Introductory Italian II**  
Introductory speaking, reading, writing and understanding Italian with emphasis on contemporary culture.  
Pre-requisite of ITL 11 is required.  
Credits: 3  
Every Spring

**ITAL 31 Intermediate Italian I**  
Continued emphasis on speaking, reading, writing and understanding Italian through modern readings.  
Pre-requisite of ITL 12 is required.  
Credits: 3  
On Demand

**ITAL 32 Intermediate Italian II**  
Continued emphasis on speaking, reading, writing and understanding Italian through modern...
readings. Prerequisite of ITL 12 is required.
Credits: 3
On Demand

ITAL 197 Independent Study
Independent work for students of Italian under the guidance of a faculty member. Permission of the department and dean required.
Credits: 3
On Demand

ITAL 198 Independent Study
Independent work for students of Italian under the guidance of a faculty member. Permission of the department and dean required.
Credits: 3
On Demand

Spanish Courses

SPA 11 Introductory Spanish I
Introductory speaking, reading, writing and understanding Spanish with emphasis on contemporary culture.
Credits: 3
Every Fall, Spring and Summer

SPA 12 Introductory Spanish II
Introductory speaking, reading, writing and understanding Spanish with emphasis on contemporary culture. Pre-requisite of SPA 11 or HLS 21 is required. The pre-requisite of SPA 11 or HLS 21 is required. 
Credits: 3
Every Fall, Spring and Summer

SPA 31 Intermediate Spanish
Continued emphasis on speaking, reading, writing and understanding Spanish through modern readings. Pre-requisite of SPA 12 is required. Pre-requisite of SPA 12 is required.
Credits: 3
Every Fall

SPA 32 Intermediate Spanish
Continued emphasis on speaking, reading, writing and understanding Spanish through modern readings. Pre-requisite of SPA 12 is required. Pre-requisite of SPA 12 is required.
Credits: 3
Every Spring

SPA 50 Spanish for Spanish-Speaking Students
This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability.
Credits: 3
On Demand

SPA 51 Spanish for Spanish-Speaking Students
This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability.
Credits: 3
On Demand

SPA 100 Spanish Conversation
Intensive practice in the spoken language based on contemporary Spanish and Latin American texts and current publications.
Credits: 3
On Demand

SPA 101 Readings in Spanish Literature
An introduction to literary movements and genres from the Medieval period to the present. Conducted in Spanish.
Credits: 3
On Demand

SPA 103 Advanced Conversation and Composition
Intensive oral and written work to develop ease and style in writing and speaking Spanish.
Credits: 3
On Demand

SPA 105 The Hispanic World
A study of the ethnic, social, political and artistic development of the Spanish-speaking world. Conducted in Spanish.
Credits: 3
On Demand

SPA 119 Modern Spanish Literature Since 1890
Readings, discussions and interpretations of contemporary selections from Spanish drama, poetry, short stories and novels, with emphasis on the generation of 1898 and twentieth-century texts. Conducted in Spanish.
Credits: 3
On Demand

SPA 133 Readings in Spanish-American Literature
Readings of representative works by Spanish-American authors from the Colonial period to the present. Conducted in Spanish.
Credits: 3
On Demand

SPA 137 Contemporary Puerto Rican Literature
Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish.
Credits: 3
On Demand

SPA 138 The Contemporary Latin American Novel
Reading and discussion of the contemporary novel. Conducted in Spanish.
Credits: 3
On Demand

SPA 139 Outstanding Women Writers of the Spanish-Speaking World
An examination of the works of women writers of the last 50 years in Spain and Spanish America. Poetry, short stories, novels and critical essays of representative writers. Conducted in Spanish.
Credits: 3
On Demand

SPA 140 Literature of Social Protest and Revolution
An examination of the works of writers of social conscience and revolution in Spanish America, beginning with 1910 and the Mexican Revolution and continuing to the present. Conducted in Spanish.
Credits: 3
On Demand

SPA 195 Honors Study
Independent work for students in Spanish under the guidance of a faculty member. Permission of the department and dean required.
Credits: 3
On Demand

SPA 196 Honors Study
Independent work for students in Spanish under the guidance of a faculty member. Permission of the department and dean required.
Credits: 3
On Demand

SPA 197 Independent Study
Independent work for students in Spanish under the guidance of a faculty member. Permission of the department and dean required.
Credits: 3
On Demand

SPA 198 Independent Study
Independent work for students in Spanish under the guidance of a faculty member. Permission of the department and dean required.
Credits: 3
On Demand

SPA 200 Spanish Translation I
Intensive practice of Spanish-English and English-Spanish translation, using a wide variety of prose texts. Study of the basic theoretical groundwork necessary for translation in general as well as Spanish-English and English-Spanish translation in particular.
Credits: 3
On Demand

SPA 201 Spanish Translation II
Intensive practice of Spanish-English and English-Spanish translation, using complex prose passages from a variety of discourses. Advanced theoretical readings complement translation assignments. In addition, an original, independent translation project of some length is required.
Credits: 3
On Demand
The Humanities Division offers an A.A. in Humanities and an interdisciplinary major leading to a B.A. in Humanities. This flexible B.A. program is intended to serve students who already are established in careers or whose professional goals and personal interests require an interdisciplinary course of study. Students are permitted into the program only with the approval of the coordinator of the Division and, subsequently, must be closely counseled by a faculty member in English, Philosophy or Gender Studies in order to develop a coherent and well-integrated program.

### A.A. in Humanities

#### Associate degree requirements.

To qualify for the associate degree in Humanities, students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade-point average and satisfy the following requirements:

**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Core Curriculum Requirements**

- English Composition Core Requirement - Three credits from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Core Seminar Requirement**

- COS 50 Idea Of The Human 3.00

**Speech Core Requirement**

- SPE 3 Oral Communication 3.00

**English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Philosophy Core Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**History Core Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Science Core Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 20</td>
<td>The Physical Universe</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Chemistry and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 22</td>
<td>The Physical Universe</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Mathematics Core Requirement - One course from the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Bachelor of Arts Core Requirements**

**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses are:**

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

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<tr>
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<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
<td>0.00</td>
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<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
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<td>ENG 14</td>
<td>English Composition</td>
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**English Composition Core Requirement - Three credits from the following**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
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</table>

**The University:**

- The University: Discovery and Change 1.00

**Liberal Arts and Science Foreign Language Core Curriculum Requirements**

Must complete 6 credits in one of the foreign language disciplines listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA 11</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 12</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Foreign Language Core French**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 11</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 12</td>
<td>Introductory French II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Foreign Language Core Italian**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
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</table>

**Foreign Language Core Honors Spanish**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
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<tr>
<td>HLS 22</td>
<td>Honors Spanish</td>
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**Foreign Language Core Honors French**

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<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
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</tr>
</tbody>
</table>

**Electives**

(to be determined by proficiency requirements)

### B.A. in Humanities

**Bachelor of Arts Core Requirements**

**Skills/Proficiency Requirements**

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**The Skills Proficiency Courses are:**

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

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<td>ENG 13</td>
<td>English Composition</td>
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<td>ENG 14</td>
<td>English Composition</td>
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**English Composition Core Requirement - Three credits from the following**

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<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Orientation Seminar Core Requirement**

- Orientation Seminar Core Requirement 3.00
<table>
<thead>
<tr>
<th>Core Seminar Requirement</th>
<th>HAR 22 Art, Music, and Dance in Social Context 3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Core Requirement</td>
<td>MUS 61 Music and Culture 3.00</td>
</tr>
<tr>
<td>English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)</td>
<td>THE 61 The Theatrical Vision 3.00</td>
</tr>
<tr>
<td>ENG 61 European Literatures I 3.00</td>
<td>Science Core Requirement</td>
</tr>
<tr>
<td>ENG 62 European Literatures II 3.00</td>
<td>BIO 22 Biology and Modern Technology 3.00</td>
</tr>
<tr>
<td>ENG 63 American Literatures 3.00</td>
<td>CHM 21 Chemistry and Modern Technology 3.00</td>
</tr>
<tr>
<td>ENG 64 Non-Western Literatures 3.00</td>
<td>PHY 20 The Physical Universe 4.00</td>
</tr>
<tr>
<td>HEG 21 Literature of the Human Imagination 3.00</td>
<td>Mathematics Core Requirement - One course from the following</td>
</tr>
<tr>
<td>HEG 22 English Literature of the Human Imagination 3.00</td>
<td>MTH 15 Mathematical Tools and Their Use 4.00</td>
</tr>
<tr>
<td>Philosophy Core Requirement</td>
<td>MTH 16 Finite Mathematics 3.00</td>
</tr>
<tr>
<td>PHI 61 Philosophical Explorations I 3.00</td>
<td>Orientation Seminar Core Requirement</td>
</tr>
<tr>
<td>PHI 62 Philosophical Explorations II 3.00</td>
<td>OS 1 The University: Discovery and Change 1.00</td>
</tr>
<tr>
<td>History Core Requirement</td>
<td>Foreign Language Core Curriculum Requirements</td>
</tr>
<tr>
<td>HIS 1 History of Civilizations to 1500 3.00</td>
<td>Must complete 6 credits in one of the foreign language disciplines listed below.</td>
</tr>
<tr>
<td>HIS 2 History of Civilizations Since 1500 3.00</td>
<td>Foreign Language Core Spanish</td>
</tr>
<tr>
<td>Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)</td>
<td>SPA 11 Introductory Spanish I 3.00</td>
</tr>
<tr>
<td>ANT 4 Physical Anthropology 3.00</td>
<td>SPA 12 Introductory Spanish II 3.00</td>
</tr>
<tr>
<td>ANT 5 Cultural Anthropology 3.00</td>
<td>Foreign Language Core French</td>
</tr>
<tr>
<td>ECO 1 Introduction to Economics 3.00</td>
<td>FRE 11 Introductory French I 3.00</td>
</tr>
<tr>
<td>ECO 2 Introduction to Economics 3.00</td>
<td>FRE 12 Introductory French II 3.00</td>
</tr>
<tr>
<td>HSS 21 Civilization and Social Institutions 3.00</td>
<td>Foreign Language Core Italian</td>
</tr>
<tr>
<td>HSS 22 Civilization and Social Institutions 3.00</td>
<td>ITL 11 Introductory Italian I 3.00</td>
</tr>
<tr>
<td>POL 11 Power and Politics 3.00</td>
<td>ITL 12 Introductory Italian II 3.00</td>
</tr>
<tr>
<td>PSY 3 Introduction to Psychology 3.00</td>
<td>Foreign Language Core Honors Spanish (a student must be in the Honors Program to take the following)</td>
</tr>
<tr>
<td>SOC 3 Introduction to Sociology 3.00</td>
<td>HLS 21 Honors Spanish 3.00</td>
</tr>
<tr>
<td>Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)</td>
<td>HLS 22 Honors Spanish 3.00</td>
</tr>
<tr>
<td>ART 61 Introduction to Visual Art 3.00</td>
<td>Foreign Language Core Honors French (a student must be in the Honors Program to take the following)</td>
</tr>
<tr>
<td>DNC 61 Dance Through Time 3.00</td>
<td>HLF 21 Honors French 3.00</td>
</tr>
<tr>
<td>HAR 21 Art, Music, and Dance in Social Context 3.00</td>
<td>HLF 22 Honors French 3.00</td>
</tr>
<tr>
<td>English Concentration - English courses 100-level or higher</td>
<td>Humanities Courses</td>
</tr>
<tr>
<td>Foreign Language Concentration - Foreign Language courses 100-level or higher in one language</td>
<td>HUM 101 Women in Culture and Society</td>
</tr>
<tr>
<td>Gender Studies Concentration - Gender Studies courses 100-level or higher</td>
<td>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, abledbodiedness, and age. Readings are supplemented by films and guest speakers. Fulfills requirements for the Gender Studies minor. Prerequisites of ENG 16 and COS 50 are required. Credits: 3 Every Fall</td>
</tr>
<tr>
<td>Philosophy Concentration - Philosophy courses 100-level or higher</td>
<td>HUM 102 Theories of Feminism</td>
</tr>
<tr>
<td>Philosophy courses 100-level or higher</td>
<td>Examines definitions of feminism by exploring the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for Gender Studies minor. Prerequisites: ENG 16 and Core Seminar. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required. Credits: 3 On Occasion</td>
</tr>
</tbody>
</table>
HUM 104 Gender and Knowledge
What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the gender that he or she is? What is the relationship between emotion or reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge? This course will attempt to provide answers to these and other questions regarding gender and different types of knowledge, as we examine theories about the relationship of women to knowledge and rationality and feminist critiques of traditional views of knowledge.
The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.
Credits: 3
Annually

HUM 105 Introduction to Africana Studies
This course works hand-in-hand with African Civilizations to introduce you to the history and culture of African peoples from across the African Diaspora. In this course we will focus mostly on the United States since you are currently studying here; however, we also give a great deal of attention to Africa, the Caribbean, and South America. The course is roughly divided into three units. During the first half of the semester, we will explore historical concerns that have shaped who we are today. Topics include Slavery, Colonialism and the Civil Rights Movement. After setting that foundation, we will then determine how African cultural and intellectual expression has been developed out of various formations and how it continues to thrive in our contemporary setting. Finally, we delve into social dynamics and forces that touch our everyday lives from religion to education, health issues, and gender construction. By the time you complete this semester's work, you should have a greater appreciation for the manner in which black people across the Diaspora have not only been fashioned by modernity but have, in turn, had a great hand in determining humanity's future. In the words of Lani Guinier, black people were among the first to turn, had a great hand in determining humanity's future. In the words of Lani Guinier, black people were among the first to turn, had a great hand in determining humanity's future.

HUM 126 Culture Gender and Society
A review of the search for biological and social constants of gender and an examination of culturally patterned expressions of sexuality around the world.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

HUM 127 Colorism in Black Female Cinema
In this course, we will explore the concept of Colorism in Black Cinema, a concept in which people of color discriminate against each other based on skin color, generally with the lighter hued, those closest to the likeness of the dominant group, holding the physical, political, economic, and even the psychological power. This concept applies not only to people of the African Diaspora, but also to peoples of differing hues worldwide. Our focus, however, will be on women of African descent. As difficult as this might be to grasp, considering such bias patterns generally show up against the entire group rather than a segment of the group, the reality is that such practices have been widespread since Africans first arrived on these shores 400 years ago. According to Miller (2008), Colorism is a crucial line of inquiry because a significant amount of race/color discrimination lies hidden within communities of color. Throughout this course, we will attempt to shed much needed light on these hidden spaces within the black communities as well as the colonial ideology from which they spring. Among the films and film clips viewed will be The Scar of Shame, 1927, Imitation of Life, 1934 Pinky, 1949, and Lost Boundaries, 1949. We will also view some films of Dorothy Dandridge Porgy and Bess and Carmen Jones as well as Lena Horne's Storm Weather and A Cabin in the Sky. Last, we will touch on the films of Spike Lee, School Daze and Jungle Fever.
Credits: 3
On Occasion

HUM 178 Black Female Creativity
This course uses Alice Walker's seminal essay, "In Search of our Mother's Garden" as a challenge and puts into practice a search for black female creativity. Roughly divided into four units after a week or two of looking at various theories of female/and or black creativity, we follow art from West African textile production to quilting, and contemporary mixed media pieces. Our unit on literature, begins with the slave narrative and religious texts (what Harriette Mullins calls "spirit writing"). There are also units on performance (dance, double dutch, and drama) oratory (storytellers, prophets and preachers). Assignments will include, a field trip and report, research, both traditional and field, a midterm, final and presentation of student work.
Credits: 3
On Occasion

HUM 184 Myth and Black Male Masculinity
In this course, we will examine the myths concerning men of African descent in the Americas during slavery and freedom. Using literature and film, we will focus on the earliest designation - the duality between childlike innocence and savagery, stories generated by white southerners to appease the critical gaze of white northerners. Among films and film clips, literature and texts we'll be viewing, discussing and writing about are "Birth of a Nation" Black No More, "Lilies of the Field," Going to meet the Man "Nothing but a Man," If he hollers, let him go, "Shaft," Invisible Man, "Crying Game," and others.
Credits: 3
On Occasion

HUM 190 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 member of the Humanities faculty, 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 research paper submitted at the end of the semester. Three credits.
Credits: 3
On Demand

HUM 223 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's
University’s geographic and cultural connection with one of Brooklyn’s foremost literary figures. Since this annual event was inaugurated by the English Department in 1983, it has featured such scholars and writers as Ed Bullins, Ann Douglas, Vivian Gornick, Alfred Kazin, Ha Jin, Elizabeth Hardwick, Irving Howe, Nellie McKay, Walter Mosley, Lynn Nottage, Edward Said and Colson Whitehead. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

*Credits: 1*

*Annually*
Department of Philosophy

Professors: Arp, Filenowicz (Chair)
Professors Emeriti: Bandman, West
Associate Professors: Cuenzo, Wong
Adjunct Faculty: 11

Philosophy is an ongoing pursuit of intellectual refinement, challenge and discovery, rooted in our natural human curiosity and our wish to exercise good judgment in all that we believe and do.

The philosophy program familiarizes students with the basic concepts at work in every area of intellectual inquiry and provides skills in constructing and evaluating arguments—whatever their subject matter may be. As a critical approach to all academic disciplines, philosophy helps us avoid overspecialization while enabling us to see the discoveries of every other field in a coherent perspective. Philosophy asks “big” questions, concerning the nature of reality, whether God exists, how the mind works, or what makes something beautiful. It expands our intellects and enlarges our feelings in exciting and rewarding ways. A program leading to a Bachelor of Arts degree with a major or minor in philosophy provides not only a thorough grounding in the humanities and liberal arts, but also training in the close reasoning and orderly presentation of ideas required by such professions as law, diplomacy, teaching, public administration, economics, business and the health professions.

The 128-credit B.A. in Philosophy enables students to acquire skills that make them very attractive to potential employers and professional schools. By majoring or minoring in philosophy, students learn to reason effectively, view problems from multiple perspectives, and argue persuasively in their speech and writing. Although many philosophy majors and minors go on to study in graduate school, law school, medical school or other professional programs after graduation, a good number enter the workforce directly as well. The undergraduate education that philosophy students receive will serve them well in any field. Philosophy majors and minors are urged to develop career objectives while pursuing their undergraduate studies, and double majors are strongly encouraged. Departmental advisors will help students to explore career possibilities and devise personalized plans of study that will best prepare them to achieve their career goals.

As a major or minor in philosophy, you will connect with a small but bright, dedicated group of fellow students and accomplished professors and be invited to philosophy lectures, films and events. And when it is time for you make decisions about your post-graduate future, our dedicated faculty will guide and support you.

Particular strengths of the department include Applied Ethics, the History of Ideas, Social and Political Philosophy, Continental Philosophy, Philosophy of Feminism, and Philosophy of Law, Religion, Art, Language, and Science. Our department offers Health Care Ethics every semester, as well as innovative electives such as Philosophy of Sex and Love, Black Existentialism, Ethics and Animals, and Philosophy through Film. Many of our courses are cross-listed with other majors and minors, such as Gender Studies, Africana Studies, Asian Studies and Humanities. Our faculty teach every semester in the University Honors Program, and we welcome Honors students to become philosophy majors or minors.

B.A. in Philosophy

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
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</table>

Bachelor of Arts Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
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</table>

Core Seminar Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
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</table>

Speech Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
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</table>

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
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</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
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</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
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</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
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Philosophy Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

History Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
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<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
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Communication, Visual and Performing Arts Core Requirement - Three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
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</table>

Science Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 22</td>
<td>Biology and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Chemistry and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 20</td>
<td>The Physical Universe</td>
<td>4.00</td>
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</table>

Mathematics Core Requirement - One course from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Orientation Seminar Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HS 1</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
</tbody>
</table>
### Minor in Philosophy

To minor in Philosophy, you must complete 12 credits of elective philosophy courses (four elective courses).

### Philosophy Courses

**PHI 61 Philosophical Explorations I**

These courses constitute a yearlong integrated core sequence which investigates logic, ethics, theory of knowledge, and philosophy of art, religion, and science and their importance for understanding and coping with the challenges of modern life. Objectives include the following: to become familiar with the basic concepts and methods of elementary logic and philosophical inquiry while developing intellectual skills useful in every area of life; to become acquainted with the leading traditions of ethical thought and the central problems of contemporary moral philosophy; to share, examine, sharpen and refine our own ethical sensibilities and values; and to gain a sense of the general history of ideas. PHI 61 emphasizes the development of critical reading, writing and discussion skills by means of exercises in informal logic and close study of classic philosophical and religious texts of the ancient world and Middle Ages. PHI 62 continues, with emphasis on understanding the distinctive features of Renaissance, early modern and contemporary scientific, religious and philosophical thought, and the value of humanistic learning.

**Credits:** 3  
**Every Fall, Spring and Summer**

**PHI 102 Theories of Feminism**

Examines definitions of feminism by exploring the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for Gender Studies minor.  
**Prerequisites:** ENG 16 and Core Seminar.  
**The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.**  
**Credits:** 3  
**On Occasion**

**PHI 103 Formal Logic**

Formal symbolic logic studies the most basic principles of logical reasoning. This course introduces students to the uses of translating natural language arguments into a formal language for logical analysis. Students will learn to use truth tables, truth trees, and give logical proofs to assess the validity of arguments in both sentential and predicate logic.  
**The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.**  
**Credits:** 3  
**On Occasion**

**PHI 104 Moral Philosophy**

This course is an introduction to the central issues and theories of moral philosophy which examines the moral philosophies of Plato, Aristotle, Hobbes, Hume, and Mill, among others. Central questions to be examined include: What, if anything, is the justification of morality? Are there general moral principles that should guide our actions? What is the role of reason, sentiment and experience in moral decision making?  
**The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.**  
**Credits:** 3  
**On Occasion**

**PHI 105 Health Care Ethics**

This seminar explores ethical dimensions of the health care professions, including nursing, medicine, pharmacy, occupational therapy, physical therapy, and others. Students learn to identify problems in the health care system, to analyze these problems from multiple perspectives, and to propose ways of resolving the ethical conflicts encountered. This course emphasizes active learning, small group discussions, peer review and in-class writing.  
**The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.**  
**Credits:** 3  
**Every Fall and Spring**

**PHI 106 Ancient and Medieval Philosophy**

A study of the philosophical ideas and methods of ancient and medieval philosophers, not only in the
context of the religion, science and literature of their times, but also with respect to those fundamental disagreements still underlying present-day disputes. Readings selected from the pre-Socratics, the Sophists, Socrates and Plato, Aristotle, the Stoics, Ibn Sina (Avicenna), Ibn Rushd (Averroes), Augustine and others. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

PHI 108 Modern Philosophy
A study of the philosophical ideas and methods of modern philosophers in the context of the emergence of science and the resulting challenge to religion. Readings selected from such sources as Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

PHI 110 Belief, Knowledge, and Reality
A study of the nature and limits of human knowledge. Special emphasis is given to the conditions for knowledge: truth, belief, and justification, as well as the relationship of theories of knowledge to metatheoretical theories. Topics include: skepticism, relativism, rationalism, empiricism, the debate between internalism and externalism, Gettier problems, theories of justification and truth. Readings selected from Plato, Descartes, Hume, Kant, Quine, Goodman, Putnam, Davidson, Goldman, and Bonjour, among others. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

PHI 111 Theory of Knowledge
An examination of the nature and limits of human knowledge. Attention is given to related concepts of sense perception, intuition, experience, deductive and inductive reasoning, and theory and explanation of knowledge and to three conditions of knowledge: truth, belief and evidence. Also considered are such topics as foundationalism, relativism and skepticism. Readings selected from such sources as Plato, Descartes, Hume, Kant, Russell, Dewey, Quine, Putnam and Davidson. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

PHI 119 Language, Speech and Thought
A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others. Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky. (Same as SPE 119.) The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

PHI 126 Philosophy of Science
What is the nature of scientific investigation and scientific discovery? In this course we shall explore the origins of modern scientific method and experimental technique, as well as several issues in contemporary philosophy of science: How is scientific knowledge validated? Are scientific theories literally true descriptions of reality, or are they only instrumentally valid, correct only insofar as they allow us to predict the results of experiments and control events in the natural world? What is the nature of scientific revolutions? Students will become familiar with key works in science and the philosophy of science, and be encouraged to reflect on science's role in contemporary society and its relation to problems of human values. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

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? A consideration, secondly, of how different works of art themselves achieve philosophical importance by conveying distinctive visions of reality. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

PHI 167 Nineteenth Century Social Thought
Darwin, Marx, and Mill
An exploration of nineteenth century social theory, particularly in representative works of three great thinkers: Darwin, Marx and Mill. Includes a study of the role of intelligence in shaping social institutions. Readings selected from such related figures as Huxley, Spencer, Nietzsche and Proudhon. Associated social and economic developments such as liberalism, industrialism, collectivism and social Darwinism are considered. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

PHI 169 Philosophy of Religion
A course with these objectives: to consider the nature of religious belief and the concepts of truth and meaning in religion; to examine reasons for and against some crucial religious beliefs, such as the existence of God, immortality and freedom of the will; to understand key elements in the major world religions, such as ritual, symbol, myth, conversion, revelation and faith; and to encourage the student to become more thoughtful and articulate about his or her views regarding the meaning of religion for human life. Classical and contemporary works in philosophy and religion are considered. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

PHI 171 Philosophy of Law
An examination of the structures and functions of legal systems. Topics include the nature and limits of law, the distinction between positive and natural law, liberty, responsibility, rights, interests, justice, the social contract, property, sovereignty, and crime and punishment. Readings selected from traditional and contemporary sources. The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.
Existentialism's rejection of the Enlightenment faith in rationality; the Nietzschean critique of Western metaphysics and religion; twentieth-century existentialism's preoccupation with nothingness, contingency, human freedom and death; structuralist interest in "text" and philosophical anthropology; and critiques of allegedly oppressive "discourses" central to Western thought.

The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 195 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed. Honors Study issues in a full-length, annotated term essay that is kept on file in the Department of Philosophy for the benefit of other students and interested parties.

The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Demand

PHI 196 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed. Honors Study issues in a full-length, annotated term essay that is kept on file in the Department of Philosophy for the benefit of other students and interested parties.

The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Demand

PHI 197 Independent Study
Independent Study offers students of philosophy an opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Demand

PHI 198 Independent Study
Independent Study offers students of philosophy an opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Demand

PHI 208 Gender and Knowledge
What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the gender that he or she is? What is the relationship between emotion or reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge? This course will attempt to provide answers to these and other questions regarding gender and different types of knowledge, as we examine theories about the relationship of women to knowledge and rationality and feminist critiques of traditional views of knowledge.

The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
Annually

PHI 213 Philosophical Investigations Through Film
This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films (Same as MA 213.)

The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion
Africana Studies Program

Africana Studies is an interdisciplinary program that draws from the humanities, social sciences and sciences. It focuses on the contributions, world views and concerns facing the African Diaspora from past to present and provides a complementary take on many of the discourses established by traditional disciplines while it also defines and attempts to answer alternative intellectual queries from the perspective of various and varying groups of people of African descent. This 12-credit, minor-granting program has organized and launched several outreach programs with the assistance of Campus and community resources: The African Forum Series, youth performances, conferences on Africana Philosophy and on Jazz and other African-based musical forms (Music of the Spirit), multicultural, multinational musical performances, films and discussion panels, fundraisers and mentorship presentations. Students interested in learning more about the African Studies program should contact the director of the program, Professor Carol Allen (718-488-1053, carol.allen@liu.edu).

Minor in Africana Studies

Students interested in minoring in Africana Studies should consult with the Director of the Program

Required Courses - 6 credits
Introduction to Africana Studies
African Civilization

In addition students must take 9 additional credits from courses at the 100 level or above such as:
Early African History
African Archaeology
Contemporary African History, 1880-present
African American History to 1865
African American History from 1865
Caribbean History (Special Topics)
The History of Slavery
The History of the Civil Rights Movement
Blacks and the Law
Black Political Thought
African Literature (Special Topics)
African Film
African American Lit.
African American Art
African Diaspora Dance (Special Topics)
African Diaspora Music (Special Topics)
Caribbean Lit. (Special Topics)
Caribbean Art
Black Popular Culture (Special Topics)

Minor in Gender Studies

Students majoring in any discipline also may pursue an academic minor in gender studies. The Gender Studies minor provides students with an overview of the complex relationship between individual and community identity formation. It explores the constructions of self and the status of women and men in culture and society; the interrelatedness of gender with race, ethnicity, class, age, sexual orientation and the assumptions about gender biases and gender stereotypes.

Gender Studies provides a unique education to students – male and female – who wish to enhance their career prospects in the 21st century as would-be educators, artists, writers, leaders, innovators, egalitarian entrepreneurs and challengers of oppression in any given field.

Topics include:
- Biology of human reproduction
- Philosophies of gender construction
- Feminist theory
- Feminist perspectives on global human rights
- Gender and health
- Sex roles in the family and society
- Psychology of gender identity
- Queer theory
- Representations of women and men in literature and media
- Reproductive rights
- Ecofeminism
- Violence against women

The minor in Gender Studies consists of 12 credits in advanced 100-level courses. Each Gender Studies minor must include 2 core courses chosen from HUM 101: Women in Culture and Society (with either a U.S. Or a Global focus), HUM 102: Theories of Feminism, HUM 121: Culture, Gender and Society, and HUM 104: Gender and Knowledge. Two elective courses may be chosen from special topics in Gender Studies cross-listed with other departments. Gender Studies courses may also be taken as electives independent of the minor. For further information contact Patricia Stephens or Margaret Cuonzo.
The Science Division offers majors in biology, chemistry and biochemistry, and mathematics as well as support courses in physics. The biology major offers a concentration in molecular biology and also programs leading to a degree of Bachelor of Science in cytotechnology, medical technology and in nuclear medicine technology, all three of which may be completed in fourth-year internship training programs. Students in chemistry and biochemistry may have their degrees certified by the American Chemical Society.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

Department of Biology

Professors: Chung, D. Cohen, Griffiths, Morin (Chair), Serafy
Professors Emeriti: Carito, Curley, Hammerman, Hirshon, Polak, Smith, Rothwell, Wendlt
Associate Professors: Birchette, DePass, Haynes, Kovac, Marsh,
Associate Professors Emeriti: Dowd, McKenna
Assistant Professors: Kwak, Kwon, Leslie, Molina, Tello, Vogelstein
Instructor: Peckham
Adjunct Faculty: 15

The Biology Department offers Bachelor of Science degrees in Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology, as well as a concentration in Molecular Biology at the undergraduate level. At the graduate level, the M.S. in Biology offers concentrations in Molecular/Cellular Biology, Microbiology and Medical Microbiology. Our core of 16 full-time faculty members augmented by over 15 adjuncts offers students an unrivaled expertise in a wide variety of subjects including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, ornithology and marine biology. The goal of the Department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences. 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.

Medical Technology

The B.S. in Medical Technology is designed to prepare students for entering the job market as a clinical laboratory scientist. Students complete a minimum of 128 credits, including the Conolly College core requirements, specific biology requirements (Bacteriology and Immunology) and Medical Technology I and II. In addition, students must complete a hospital training program for certification as well as pass the state licensing examination.

On completion of 100 credits in Richard L. Conolly College, candidates go to an affiliated hospital or any other school with an approved program in medical technology for one year of special training, at the end of which they are eligible for the Bachelor of Science degree and the medical technology certificate. The Medical Technology Program is accredited by the Association of Clinical Pathologists (ASCP). The choice of — and admission to — an approved training program for Medical Technologists are the responsibility of the student and are highly dependent upon academic achievement in the program of study at the University. Students are cautioned that hospital training spaces are limited and that obtaining a training position may be difficult.

In addition to the clinical laboratory scientist career, a B.S. in Medical Technology can be used as a steppingstone for other career paths. Students may further their scientific pursuits by earning a Master of Science or a Ph.D. in the biological sciences. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, graduates can choose from a wide variety of health-related fields, such as physical therapy, nursing, genetic counseling and radiologic technology, to name a few.

Cytotechnology

The B.S. in Cytotechnology is designed to prepare students to enter the job market as a cytotechnologist. Students complete a minimum of 128 credits, including the Conolly College core requirements, specific biology course requirements, specific biology course requirements (including Physiology and Genetics) and Medical Technology I and II. In addition, students must complete a hospital training program for certification as well as pass the state licensing examination.

The Cytotechnology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The choice of — and admission to — an approved training program for cytotechnologists are the responsibility of the student and are highly dependent upon academic achievement in the program of study at the University. Students are cautioned that hospital training spaces are limited and that obtaining a training position may be difficult.

In addition to the cytotechnologist career, a Bachelor of Science degree can be used as a steppingstone for other career paths. Students may further their scientific pursuits by earning a Master of Science or a Ph.D. in the biological sciences. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, graduates can choose from a wide variety of health-related fields, such as physical therapy, nursing, genetic counseling and radiologic technology, to name a few.

Molecular Biology

Students majoring in Biology can opt to specialize in Molecular Biology. Those considering the Molecular Biology concentration should have a high school average of at least 90 and combined Scholastic Aptitude Test scores of 1200. The Molecular Biology program gives students a basic knowledge of biochemical principles and practical training in cell and molecular biological laboratory techniques. Emphasis is given to developing experimental skills used in biological research, including current recombinant DNA technologies. In their senior year, students undertake 11 credits of independent research and submit a written thesis for graduation.
### Bachelor of Science Core Requirements

**Skills/Proficiency Requirements**
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

### Philosophy Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### History Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Bachelor of Science Core Curriculum Requirements

**English Composition Core Requirement - Three credits from the following**
- ENG 16: 3.00
- ENG 16X: English Composition for Nonnative Speakers 3.00

**Core Seminar Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**English Literature Core Requirement - Six credits from the following**
- ENG 61: European Literatures I 3.00
- ENG 62: European Literatures II 3.00
- ENG 63: American Literatures 3.00
- ENG 64: Non-Western Literatures 3.00
- HEG 21: Literature of the Human Imagination 3.00
- HEG 22: English Literature of the Human Imagination 3.00

**Science Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>General and Inorganic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>General and Inorganic Chemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Core Mathematics Requirement For Science Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 30</td>
<td>Pre-Calculus Mathematics</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 40</td>
<td>Calculus I</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Orientation Seminar Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS 1</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Communication, Visual and Performing Arts Core Requirement - Three credits from the following**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Core Science Biology Courses for Biology and Related Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1</td>
<td>General Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 2</td>
<td>General Biology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Core Chemistry Courses Required of Science Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>General and Inorganic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>General and Inorganic Chemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Core Physics Courses Required of Science Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 31</td>
<td>General Physics</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 32</td>
<td>General Physics</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Foreign Language Core Honors Spanish** (students must be in the Honors Program to take the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>HLS 22</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Medical Technology Bachelor of Science Plan Requirements**

**Medical Technology BS Major Requirements**

Must complete the following:
- BIO 1: General Biology 4.00
- BIO 2: General Biology 4.00

The following courses must be fulfilled:
- BIO 109: Bacteriology 4.00
- BIO 112: Immunobiology 4.00

Student must complete an additional 14 credits of advanced biology courses (numbered >100) not including BIO 101, 131, 132

**One year of training in an approved program of Medical Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 1</td>
<td>Medical Technology Clinical Training</td>
<td>14.00</td>
</tr>
<tr>
<td>MT 2</td>
<td>Medical Technology Clinical Training</td>
<td>14.00</td>
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</table>

**Ancillary Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>General and Inorganic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>General and Inorganic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 30</td>
<td>Pre-Calculus Mathematics</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 40</td>
<td>Calculus I</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 31</td>
<td>General Physics</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 32</td>
<td>General Physics</td>
<td>4.00</td>
</tr>
</tbody>
</table>
**Distribution Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 121</td>
<td>Organic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 122</td>
<td>Organic Chemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

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**B.S. in Nuclear Medicine Technology**

**Bachelor of Science Core Requirements**

**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 09 Developmental Skills
- ENG 13 English Composition

**Core Seminar Requirement**

- COS 50 Idea Of The Human

**Speech Core Requirement**

- SPE 3 Oral Communication

**English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)**

- ENG 61 European Literatures I
- ENG 62 European Literatures II
- ENG 63 American Literatures
- ENG 64 Non-Western Literatures
- HEG 21 Literature of the Human Imagination
- HEG 22 English Literature of the Human Imagination

**Philosophy Core Requirement**

- PHI 61 Philosophical Explorations I
- PHI 62 Philosophical Explorations II

**History Core Requirement**

- HIS 1 History of Civilizations to 1500
- HIS 2 History of Civilizations Since 1500

**Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)**

- ANT 4 Physical Anthropology
- ANT 5 Cultural Anthropology
- ECO 1 Introduction to Economics
- ECO 2 Introduction to Economics
- HSS 21 Civilization and Social Institutions
- HSS 22 Civilization and Social Institutions

**Core Science Biology Courses for Biology and Related Majors**

- BIO 1 General Biology
- BIO 2 General Biology

**Core Chemistry Courses Required of Science Majors**

- CHM 3 General and Inorganic Chemistry
- CHM 4 General and Inorganic Chemistry

**Core Physics Courses Required of Science Majors**

- PHY 31 General Physics
- PHY 32 General Physics

**Core Mathematics Requirement For Science Majors**

- MTH 30 Pre-Calculus Mathematics

**MTH 40 Calculus I**

**Orientation Seminar Core Requirement**

- OS 1 The University:
  - Discovery and Change

**Liberal Arts and Science Foreign Language Core Curriculum Requirements**

Must complete 6 credits in one of the foreign language disciplines listed below.

- Foreign Language Core Spanish
  - SPA 11 Introductory Spanish I
  - SPA 12 Introductory Spanish II

- Foreign Language Core Italian
  - ITL 11 Introductory Italian I
  - ITL 12 Introductory Italian II

- Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following
  - HLS 21 Honors Spanish

- Foreign Language Core Honors French - A student must be in the Honors Program to take the following
  - HLF 21 Honors French

**Nuclear Technology Bachelor of Science Plan Requirements**

**Major Grade Point Average**

- 2.00 Major GPA Required.

**Nuclear Technology BS Major Requirements**

The following courses must be fulfilled:

- BIO 1 General Biology
- BIO 2 General Biology

The following courses must be fulfilled:

- BIO 104 Human Functional Anatomy
- BIO 125 Physiology

**Student must complete an additional 14 credits of advanced biology courses (numbered >100) not including BIO 101, 131, 132**

One year of training in an approved program of Medical Technology

- MT 1 Medical Technology
- MT 2 Medical Technology

**Ancillary Requirements**

- CHM 3 General and Inorganic Chemistry
The Skills Proficiency Courses are:

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 01 Developmental Skills Mathematics 01

**Bachelor of Science Core Curriculum Requirements**

**English Composition Core Requirement - Three credits from the following**

- ENG 16 English Composition 3.00
- ENG 16X English Composition for Nonnative Speakers 3.00

**Core Seminar Requirement**

- COS 50 Idea Of The Human 3.00

**Speech Core Requirement**

- SPE 3 Oral Communication 3.00

**English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)**

- ENG 61 European Literatures I 3.00
- ENG 62 European Literatures II 3.00
- ENG 63 American Literatures 3.00
- ENG 64 Non-Western Literatures 3.00
- HEG 21 Literature of the Human Imagination 3.00
- HEG 22 English Literature of the Human Imagination 3.00

**Philosophy Core Requirement**

- PHI 61 Philosophical Explorations I 3.00
- PHI 62 Philosophical Explorations II 3.00

**History Core Requirement**

- HIS 1 History of Civilizations to 1500 3.00
- HIS 2 History of Civilizations Since 1500 3.00

**Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)**

- ANT 4 Physical Anthropology 3.00
- ANT 5 Cultural Anthropology 3.00
- ECO 1 Introduction to Economics 3.00
- ECO 2 Introduction to Economics 3.00
- HSS 21 Civilization and Social Institutions 3.00
- HSS 22 Civilization and Social Institutions 3.00
- POL 11 Power and Politics 3.00
- DSM 09 Developmental Skills Mathematics 09 0.00

**Bachelor of Science Core Requirements**

**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses are:**

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 01 Developmental Skills Mathematics 01

**B.S. in Biology**

**Biology Bachelor of Science Plan Requirements**

**Major Grade Point Average**

2.00 Major GPA Required.

**Biology BS Major Requirements**

The following courses must be fulfilled:

- BIO 1 General Biology 4.00
- BIO 2 General Biology 4.00

In addition, to fulfill the Biology degree requirements a total of 22 credits of advanced biology credits (numbered >100 and not including BIO 101, 131, 132) are required.

**Biology BS Ancillary Requirement**

The following courses must be fulfilled:

- CHM 3 General and Inorganic Chemistry 4.00
- CHM 4 General and Inorganic Chemistry 4.00
- MTH 30 Pre-Calculus Mathematics 4.00
- MTH 40 Calculus I 4.00
- PHY 31 General Physics 4.00
- PHY 32 General Physics 4.00

**Biology BS Distribution Requirement**

The following courses must be fulfilled:

- CHM 121 Organic Chemistry 4.00
- CHM 122 Organic Chemistry 4.00

**Core Science Biology Courses for Biology and Related Majors**

- BIO 1 General Biology 4.00
- BIO 2 General Biology 4.00

**Core Chemistry Courses Required of Science Majors**

- CHM 3 General and Inorganic Chemistry 4.00
- CHM 4 General and Inorganic Chemistry 4.00

**Core Physics Courses Required of Science Majors**

- PHY 31 General Physics 4.00
- PHY 32 General Physics 4.00

**Core Mathematics Requirement For Science Majors**

- MTH 30 Pre-Calculus Mathematics 4.00
- MTH 40 Calculus I 4.00

**Orientation Seminar Core Requirement**

- OS 1 The University: Discovery and Change 1.00

**Liberal Arts and Science Foreign Language Core Curriculum Requirements**

Must complete 6 credits in one of the foreign language disciplines listed below.

- Foreign Language Core Spanish
  - SPA 11 Introductory Spanish I 3.00
  - SPA 12 Introductory Spanish II 3.00

- Foreign Language Core French
  - FRE 11 Introductory French I 3.00
  - FRE 12 Introductory French II 3.00

- Foreign Language Core Italian
  - ITL 11 Introductory Italian I 3.00
  - ITL 12 Introductory Italian II 3.00
The Skills Proficiency Courses are:

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 01 Developmental Skills Mathematics 01
- DSM 09 Developmental Skills Mathematics 09
- ENG 13 English Composition 3.00
- ENG 14 English Composition 3.00

Bachelor of Science Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition Core Requirement - Three credits from the following</td>
<td></td>
</tr>
<tr>
<td>ENG 16 English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Core Seminar Requirement

| COS 50 Idea Of The Human                                                     | 3.00    |

Speech Core Requirement

| SPE 3 Oral Communication                                                    | 3.00    |

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

| ENG 61 European Literatures I                                               | 3.00    |
| ENG 62 European Literatures II                                              | 3.00    |
| ENG 63 American Literatures                                                  | 3.00    |
| ENG 64 Non-Western Literatures                                              | 3.00    |
| HEG 21 Literature of the Human Imagination                                   | 3.00    |
| HEG 22 English Literature of the Human Imagination                           | 3.00    |

Philosophy Core Requirement

| PHI 61 Philosophical Explorations I                                         | 3.00    |
| PHI 62 Philosophical Explorations II                                        | 3.00    |

History Core Requirement

| HIS 1 History of Civilizations to 1500                                      | 3.00    |
| HIS 2 History of Civilizations Since 1500                                    | 3.00    |

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

| ANT 4 Physical Anthropology                                                 | 3.00    |
| ANT 5 Cultural Anthropology                                                 | 3.00    |
| ECO 1 Introduction to Economics                                             | 3.00    |
| ECO 2 Introduction to Economics                                             | 3.00    |
| HSS 21 Civilization and Social Institutions                                 | 3.00    |
| HSS 22 Civilization and Social Institutions                                 | 3.00    |
| POL 11 Power and Politics                                                   | 3.00    |
| PSY 3 Introduction to Psychology                                            | 3.00    |
| SOC 3 Introduction to Sociology                                             | 3.00    |

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)

| ART 61 Introduction to Visual Art                                          | 3.00    |
| DNC 61 Dance Through Time                                                   | 3.00    |
| HAR 21 Art, Music, and Dance in Social Context                              | 3.00    |
| HAR 22 Art, Music, and Dance in Social Context                              | 3.00    |
| MUS 61 Music and Culture                                                    | 3.00    |
| THE 61 The Theatrical Vision                                                | 3.00    |

Core Science Biology Courses for Biology and Related Majors

| CHM 3 General and Inorganic Chemistry                                      | 4.00    |
| CHM 4 General and Inorganic Chemistry                                      | 4.00    |

Core Physics Courses Required of Science Majors

| PHY 31 General Physics                                                      | 4.00    |
| PHY 32 General Physics                                                      | 4.00    |

Core Mathematics Requirement For Science Majors

| MTH 30 Pre-Calculus Mathematics                                             | 4.00    |
| MTH 40 Calculus I                                                           | 4.00    |

Orientation Seminar Core Requirement

| OS 1 The University: Discovery and Change                                   | 1.00    |

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

| SPA 11 Introductory Spanish I                                               | 3.00    |
| SPA 12 Introductory Spanish II                                              | 3.00    |

Foreign Language Core French

| FRE 11 Introductory French I                                                | 3.00    |
| FRE 12 Introductory French II                                               | 3.00    |

Foreign Language Core Italian

| ITL 11 Introductory Italian I                                               | 3.00    |
| ITL 12 Introductory Italian II                                              | 3.00    |

B.S. in Cytotechnology

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

| DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X                               |         |
| DSM 01 Developmental Skills Mathematics 01                                  | 0.00    |
| DSM 09 Developmental Skills Mathematics 09                                   | 0.00    |
| ENG 13 English Composition                                                  | 3.00    |
| ENG 14 English Composition                                                  | 3.00    |
a graduation requirement for a major may not be
discipline other than their major. Courses taken as
required to successfully complete, with a grade of
Students who wish to minor in a Science area are
One year of training in an approved program
Student must complete an additional 14 credits of
Foreign Language Core Honors French - A
Cytotechnology Bachelor of Science Plan
Must complete the following.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1</td>
<td>4.00</td>
<td>Every Fall</td>
</tr>
<tr>
<td>BIO 2</td>
<td>4.00</td>
<td>Every Fall</td>
</tr>
</tbody>
</table>

The following courses must be fulfilled:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 15</td>
<td>4.00</td>
<td>Every Fall</td>
</tr>
</tbody>
</table>

Biology Courses

**BIO 1 General Biology**

First semester of a two semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science majors and University Honors Students.

Credits: 4

Every Fall and Spring

**BIO 2 General Biology**

Second semester of a two semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science majors and University Honors Students.

The pre-requisite of BIO 1 is required.

Credits: 4

Every Fall and Spring

**BIO 3 Life: Its Origin, Maintenance and Future**

First semester of a two semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science majors and University Honors Students.

The pre-requisite of BIO 1 is required.

Credits: 4

Every Fall and Spring

**BIO 4 Life: Its Origin, Maintenance and Future**

Second semester of a two semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week.

This course is not open to students in the Biology, Cytotechnology, Nuclear Medicine Technology, Medical Technology Plans.

Credits: 4

Every Fall, Spring and Summer

**BIO 5 Evolution and Creationism**

This college-level course conceived for STEP students provides a well-constructed foundation not only for understanding the principles of evolution, but also for appreciating how science inquires into nature and the questions surrounding evolution; e.g. How does evolution occur? Is evolution a fact or a theory? and How does evolution explain both the great diversity and unity among living things? Once students have achieved an understanding in Darwinian and Neo-Darwinian evolution, they will be asked to explore the so-called controversy that even today challenges the way scientist know about the biological world: Does creationism belong in the science curriculum? To examine this question, students will study the ways scientists learn about the natural world and the importance of the scientific method in processing information. As another objective of this course, students will write a scientific paper on one of the syllabus topics after the organization of a scientific paper is fully explained, with its clearly distinct and evident parts, namely, Introduction, Materials and Methods, Results, and Discussion. The purpose of this writing assignment is two-fold. First, to delve into one of the scientific subjects explained in the lecture or during the museum experience. Second, to demonstrate that writing the results of research in an organized format is an important aspect of the scientific process.

Credits: 3

On Occasion

**BIO 17 Scientific Methods**

This course is exclusively for students that are enrolled in the Science Technology Entry Program, a program funded by the Department of Education. The course will instruct students in the methodologies of science and scientific writing, that is, how research proceeds from inquiry and experimental design through the collection of data and their interpretation to publication. The elements of scientific writing will be studied, and students will write a short scientific review paper. The students will receive a letter grade at the end of the course.

Credits: 3

On Occasion

**BIO 22 Biology and Modern Technology**

An examination of the fundamental processes that sustain life. Major topics include cell structure and cell function, cell division, how genes work, the structure and function of the major organ systems of the human body, and the action and biochemistry of drugs (such as contraceptives, antibiotics, protease inhibitors, anabolic steroids and psychoactive drugs) on the human body. Two hours of lecture and two laboratory hours per week. Not open to Science majors. Prerequisites: PHY 20, CHE 21.
Pre-requisite of PHY 20 and CHM 21 are required. Course not open to science majors.

Credits: 3

Every Fall, Spring and Summer

BIO 101 Microbiology
An examination of the prevention and control of disease and the basic principles of microbiology, immunology and epidemiology as applied to personal and community health. Two hours of lectures and one two-hour laboratory period per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

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

Credits: 3

Every Fall, Spring and Summer

BIO 102 Marine Biology
An examination of the physical attributes of sea water and its organisms, extending from the invertebrates, including corals, to fish and other vertebrates. The major approach is ecological, with the physical and biotic factors of different habitats. Laboratory sessions include dissections. Some field trips are included for observation and sample collections. Two hours of lecture and two two-hour laboratory periods per week.

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

Credits: 4

Alternate Fall

BIO 103 Comparative Anatomy and Evolution of Vertebrates
A study of the fundamentals of taxonomy, evolution, paleobiology and comparative morphology of the vertebrates. Two hours of lecture and one four-hour laboratory period per week plus museum study.

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

Credits: 4

On Occasion

BIO 104 Human Functional Anatomy
A regional approach to the major musculoskeletal, sensory and physiologic systems of the body, emphasizing the anatomical basis of normal human activity such as breathing, seeing, eating, walking, speaking and hearing. Relevant examples of congenital and other abnormalities, as well as commonly sustained injuries, are used to underscore the significance of anatomical relationships. Two three-hour combined lecture laboratory periods per week.

The pre-requisite of BIO 2 or BIO 4 is required, or permission of the Instructor.

Credits: 4

Every Fall

BIO 105 Invertebrate Zoology
A study of the morphology, physiology, evolution and ecological relationships of representatives of selected invertebrate phyla. Two hours of lecture and two two-hour laboratory periods per week.

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

Credits: 4

Alternate Fall

BIO 106 Ecology
An examination of the place of humanity in the web of nature-its relationship to the environment and the need for rational coexistence with the earth. The fundamentals of the science, such as population dynamics, the ecosystem and biogeochemical cycles are stressed. Recitation includes field trips, projects, seminars, reports and literature reviews. Two hours of lecture, one hour recitation and one three-hour laboratory period per week.

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

Credits: 4

Every Fall

BIO 107 Parasitology
A study of the life cycles and control of animal parasites, with particular reference to those of humanity and domesticated animals. Two lecture hours, two two-hour laboratory periods per week.

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

Credits: 4

On Occasion

BIO 108 Molecular Biology of Plants
This course is designed to provide students with knowledge about the principles of plant biology and its applications at the level of genes and molecules. First of all, students will learn current topics in plant biology: how plants grow, develop, respond to hormones, light, and stress and assimilate carbohydrates. During lectures, we will discuss about the topics: how genes regulate physiological processes, how those genes have been found, and how the expression of those genes is regulated. The scientific papers and experiment data will be discussed as well. Secondly, students will learn about the concept, techniques and applications of plant genomics, bioinformatics and systems biology by experiencing Arabidopsis thaliana research. Students will learn how to use representative Arabidopsis biological information resources, and mutant libraries that are available online. Using all these information and knowledge, students will perform small research projects. After taking this course, students will learn current questions of plant molecular biology and up-to-date techniques of plant genomics. By performing research project, students will have opportunity to be trained as future molecular biology researchers or agricultural scientists in academia and industry. Two hours of lecture plus two two-laboratory periods per week.

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

Credits: 4

Every Fall

BIO 109 Bacteriology
An introduction to the biology of bacteria, yeast and molds, with consideration of the principles and practices of bacteriological techniques. Host-parasite relationships and the immune response are also studied. Two hours of lecture and two two-hour laboratory periods per week.

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

Credits: 4

Alternate Fall

BIO 110 Ecology
An examination of the place of humanity in the web of nature-its relationship to the environment and the need for rational coexistence with the earth. The fundamentals of the science, such as population dynamics, the ecosystem and biogeochemical cycles are stressed. Recitation includes field trips, projects, seminars, reports and literature reviews. Two hours of lecture, one hour recitation and one three-hour laboratory period per week.

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

Credits: 4

Every Fall

BIO 111 Virology
An exploration of the nature of viruses, viral genetics, structure, infectivity, and transmission. Designed to acquaint students with all aspects of virology, the course examines viral transcription, classification/nomenclature of viruses, the origin/evolution of viruses, and prions. Detailed analysis are conducted in emerging viruses, the role of viruses in cancer progression and vaccine development. Laboratory exercises explore several techniques in virology including the isolation, purification and growth of bacteriophage. Detection and analysis of viral nucleic acid with PCR, RT-PCR, and gel electrophoresis as diagnostic tools is also incorporated into the laboratory exercises. Readings include selected texts with heavy reliance on the primary literature. Student presentations on anti-viral targeting techniques will augment laboratory material. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

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

Credits: 4

Every Spring

BIO 112 Immunobiology
A study of cellular and humoral immunology. Topics covered include antigen and antibody structure, the genetic control of antibody formation, cell-cell interactions, hypersensitivity, histocompatibility immunogenetics, transplantation, tumor immunology, autoimmune disorders and immune deficiency disorders. Two hours of lecture and two two-hour laboratory periods.

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

Credits: 4

Every Spring

BIO 114 Herpetology
A survey of the origin, evolution, life history, anatomy, and diversity of amphibians and non-avian reptiles and their roles in different world ecosystems. Lectures place the topics in evolutionary and ecological contexts. Laboratory sessions include the study of behavior and examination of specimens, including dissections. Two lecture hours and two 2-hour laboratory periods per week.

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

Credits: 4

Alternate Spring

BIO 115 Histology
This course examines the microscopic anatomy of mammalian cells, tissues and organs with emphasis on the correlation between structural adaptations and function. The course includes lectures, class discussions, and laboratory sessions which will...
enable students to develop not only a theoretical understanding of the microscopic anatomy, but also to develop practical abilities. The laboratory portion of BIO 115 will give students the opportunity to examine the microscopic structure of stained and mounted sections of mammalian tissues as well as images and web content. The laboratory work will focus on developing observational skills while getting experience in the effective use of the microscope as a scientific tool. Students will be also be expected to grasp the terminology and basic concepts of specialized histotechniques used in the preparation of specimens. The ultimate goal is to provide students with a working knowledge of microscopic anatomy and prepare students for subsequent courses and solve real-life issues.

**BIO 117 Animal Development**

A study of descriptive and experimentally derived information on development from the formation of the germ cells to the establishment of the principal organs of the body. The laboratory entails the study of prepared slides of the frog, chick, pig and living material of the sea urchin, frog and chick. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

**BIO 118 Biology of Animal Behavior**

A study of the evolutionary significance of instinctive and species-typical behavior patterns of representative animal groups. Emphasis is placed on the underlying biological control mechanisms. Two hours of lecture and two hours of recitation per week.

**BIO 119 Principles of Evolution**

The goal of this course is to provide a comprehensive introduction to modern evolutionary biology, an exciting, dynamic and important field of scientific investigation that constitutes the central theme unifying all of biology. The course begins with an introduction to evolutionary thinking followed by the study of the pattern of evolution and the mechanisms that cause evolutionary change. Then it continues with the fundamental concepts of evolutionary genetics, natural selection, and adaptation. Additional topics include molecular evolution and systematics, the origins of biological diversity, paleobiology and macroevolution. The primary emphasis will be on concepts. However, a major goal will be to impart some understanding of the methods used in evolutionary investigations: the kinds of observation and experiments that are used, the facts that are observed and inferred, and the kinds of reasoning used to develop and test hypotheses. Students are expected to critically examine and evaluate biological phenomena in light of the evolutionary processes that shaped them. Laboratory exercises and discussions of relevant literature are used to reinforce the concepts learned during lectures. Two hours of lecture, one hour of recitation and three hours of laboratory per week plus term paper.

**BIO 120 Field Study in Ecology**

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

**BIO 121 Ornithology**

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

**BIO 122 Advanced Field Ecology**

An intensive study of one particular locality, the current focus being on an Aegean Island of Greece. Students work alone or in groups to study one environmental aspect in depth, such as reptiles, insects, hydrology, vegetation communities, etc. Two classes on campus precede field activity; class is at study site for two to three weeks. Students maintain a field journal to be submitted with project report. Travel expenses are incurred.

**BIO 123 The Basis of Cell Function**

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The
laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two-hour laboratory periods per week. 
Pre-requisite of BIO 2 or BIO 4 is required. 
Credits: 4 
Every Spring

BIO 129 The Biological Basis of Human Variation 
Course explores the biological concepts of race and relate them to pressing contemporary issues (e.g., ongoing wars, racial profiling, terrorist activities, hate crimes, genocide, healthcare provision and other medical considerations) within the appropriate scientific and historical contexts. As we all know, racial and ethnic tensions play a critical role in modern life. The course is roughly divided into four sections: (a) the basic Biology of Classification; (b) A Survey and Critique of Academic Texts [and other materials] that purportedly provide scientific evidence of racial differences; (c) An Overview of the Origin, Characteristics, and Distribution of Major Living Human Groups; and (d) Biology and Race in Contemporary Society. Students will complete a class project (working either individually or collaboratively) that explores a particular aspect of the biological concept of race and explains its application to an appropriate topic derived from one of the aforementioned four sections. Three hours of lecture per week. 
The prerequisite of BIO 2 or 4 is required. 
Credits: 3 
Every Fall

BIO 131 Human Anatomy 
A study of the anatomy of the human body. The recitation and laboratory include demonstration and study of human models and dissection of selected mammals. Histologic and embryological studies are combined with a detailed organ system study of the anatomy of man. Two three-hour laboratory periods per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors. 
Pre-requisite of BIO 2 or BIO 4 is required. 
Credits: 4 
Every Fall, Spring and Summer

BIO 132 Human Physiology 
An introduction for health-science students to the physiological principles that govern human function. The physiology of cells, tissue organs and systems is presented in a manner that underscores the physiological basis for health and disease. Three lecture hours per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors. 
The prerequisite of BIO 131, CHM 4 and CHM 3 or CHM 10 are required. 
Credits: 3 
Every Fall, Spring and Summer

BIO 136 Biological Techniques 
A study of fundamental techniques employed in the biological sciences, including the uses of isotopes. One hour of lecture and two three-hour laboratory periods per week. 
Pre-requisite of BIO 2 or BIO 4 is required. 
Credits: 4 
On Occasion

BIO 140 Biology and Gender 
This course will investigate the biologic basis for development of sex and gender, as well as the roles that sex and gender play in biologic research. Current issues in biology and gender are covered, including differences in anatomy and physiology, response to medication, immunity, and brain function. Controversies such as those in prenatal genetic diagnosis, inclusion of both sexes in clinical trials, effects of environmental endocrine disruptors, and male/female differences in the practice of science will be covered. Course requirements include exams, papers, and participation. Three hours of lecture per week. 
The prerequisite of BIO 2 or 4 is required. 
Credits: 3 
Every Fall

BIO 140 Applications in Biotechnology 
This course is designed to teach undergraduate students how to read and comprehend the primary scientific literature. Students will read current scientific papers, dealing primarily with techniques/technology and then discuss the methodology, data presented, the validity of the results, and alternate conclusions to the data presented. The methodology employed in the paper will then be related to industrial, medical and/or research based applications. Three hours of lecture per week. 
The prerequisite of BIO 2 or 4 is required. 
Credits: 3 
Every Spring

BIO 150 Foundations of Biochemistry 
A study of the chemical structure and metabolism of carbohydrates, lipids, proteins and nucleic acids. Quantitative aspects of enzyme function and bioenergetics are also covered. This course provides the necessary background for Biology majors and preprofessional students. Three lecture hours per week. 
The prerequisite of CHM 122 is required. 
Credits: 3 
On Occasion

BIO 151 Applications in Biotechnology 
This course is designed to teach undergraduate students how to read and comprehend the primary scientific literature. Students will read current scientific papers, dealing primarily with techniques/technology and then discuss the methodology, data presented, the validity of the results, and alternate conclusions to the data presented. The methodology employed in the paper will then be related to industrial, medical and/or research based applications. Three hours of lecture per week. 
The prerequisite of BIO 2 or 4 is required. 
Credits: 3 
Every Spring

BIO 152 Introductory Molecular Biology 
A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week. 
Pre-requisites of BIO 2 or 4, and BIO/BIC 160 are required. 
Corequisite of CHM 4 is required. 
Credits: 3 
Every Spring

BIO 160 Molecular Biology 
An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA fragments. Two two-hour laboratory periods per week. Pre-requisites: BIO 126, CHE 4. BIO 161 recommended. 
Credits: 2 
Every Spring

BIO 161 Introductory Molecular Biology 
A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week. 
Pre-requisites of BIO 2 or 4, and BIO/BIC 160 are required. 
Corequisite of CHM 4 is required. 
Credits: 3 
Every Spring

BIO 193 Honors Research 
Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. Open to science majors who have completed BIO 160 and have the permission of the instructor. Ten hours of laboratory per week. 
The prerequisite of BIO 160 is required. 
Credits: 5 
Every Fall

BIO 194 Honors Research 
Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. This course is also open to science majors who have completed BIO 160 and have the permission of the instructor. Twelve hours of laboratory per week. 
The prerequisite of BIO 160 is required. 
Credits: 6 
Every Spring

BIO 195 Honors Study 
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed. 
Credits: 3 
Every Fall

BIO 196 Honors Study 
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the
permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

**Credits: 3**
**Every Spring**

**BIO 197 Independent Study**
Prerequisite: Student must have had at least one upper level course in the area of interest as well as permission of the Chair of the Department and the Dean.

**Credits: 1 to 4**
**Every Fall**

**BIO 198 Independent Study**
Prerequisite: Student must have had at least one upper level course in the area of interest as well as permission of the Chair of the Department and the Dean.

**Credits: 1 to 4**
**Every Spring**

**BIO 199 Biology Internship**
During their senior year, Biology majors can undertake one internship within the area of biology/clinical research. Consultation with the Chairperson and approval of the Department is required.

A minimum of 64 credits must be completed prior to registering for this course and Departmental approval.

**Credits: 1 to 3**
**On Demand**

**Medical Technology Courses**

**MT 1 Medical Technology Clinical Training**
Medical Technology 1 offered every Fall Medical Technology 2 offered every Spring All Medical Technology students must register for Medical Technology 1 in the fall and Medical Technology 2 in the spring during the semesters in which they are being trained off campus at a clinical training facility. Such training normally is taken after the completion of 100 credits of course work at the Brooklyn Campus of the University. Pass/Fail only.

**Credits: 14**
**Every Fall**

**MT 2 Medical Technology Clinical Training**
Medical Technology 1 offered every Fall Medical Technology 2 offered every Spring All Medical Technology students must register for Medical Technology 1 in the fall and Medical Technology 2 in the spring during the semesters in which they are being trained off campus at a clinical training facility. Such training normally is taken after the completion of 100 credits of course work at the Brooklyn Campus of the University. Pass/Fail only.

**Credits: 14**
**Every Spring**
Department of Chemistry and Biochemistry

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

Chemistry

The 128-credit B.S in Chemistry has been designed to provide a balanced education for those students who plan to pursue professional careers in chemistry or in allied areas either immediately after attainment of degree, or after further graduate training. Students completing the curriculum recommended by the American Chemical Society may have their degrees certified by that organization. Students preparing to teach in the field of chemistry on the secondary level should consult the Teaching and Learning section of the School of Education Web site for additional requirements.

Chemistry majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Developments and discoveries in the fields of chemistry have had an enormous impact on our society. Majoring in chemistry prepares one for a number of challenging and rewarding career opportunities in areas such as: the pharmaceutical industry, medicine, agriculture, manufacturing, forensic science, environmental science, metallurgy, plastics, engineering, electronics and biotechnology.

Biochemistry

The undergraduate program leading to the degree of Bachelor of Science in Biochemistry connects the ever-growing important interface between biology and chemistry. Training emphasizing advanced experimental and theoretical principles is provided in both the biological and chemical sciences, as a foundation for a variety of career paths, including further training in biology, chemistry or biochemistry; molecular biology; and medical or dental school. Students successfully completing the biochemistry curriculum may have their degrees certified by the American Chemical Society. Biochemistry majors are urged to consult with advisers from both the Biology Department and the Chemistry and Biochemistry Department to formulate appropriate programs of study and to explore the numerous career paths available.

B.S. in Biochemistry

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

| DSM 01 | Developmental Skills Mathematics 01 | 0.00 |
| DSM 09 | Developmental Skills Mathematics 09 | 0.00 |
| ENG 13 | English Composition | 3.00 |
| ENG 14 | English Composition | 3.00 |

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement - One course from the following

| ENG 16 | English Composition | 3.00 |
| ENG 16X | English Composition for Nonnative Speakers | 3.00 |

Core Seminar Requirement

| COS 50 | Idea Of The Human | 3.00 |

Speech Core Requirement

| SPE 3 | Oral Communication | 3.00 |

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

| ENG 61 | European Literatures I | 3.00 |
| ENG 62 | European Literatures II | 3.00 |
| ENG 63 | American Literatures | 3.00 |
| ENG 64 | Non-Western Literatures | 3.00 |
| HEG 21 | Literature of the Human Imagination | 3.00 |
| HEG 22 | English Literature of the Human Imagination | 3.00 |

Philosophy Core Requirement

| PHI 61 | Philosophical Explorations I | 3.00 |
| PHI 62 | Philosophical Explorations II | 3.00 |

History Core Requirement

| HIS 1 | History of Civilizations to 1500 | 3.00 |
| HIS 2 | History of Civilizations Since 1500 | 3.00 |

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)

| ANT 4 | Physical Anthropology | 3.00 |
| ANT 5 | Cultural Anthropology | 3.00 |
| ECO 1 | Introduction to Economics | 3.00 |
| ECO 2 | Introduction to Economics | 3.00 |
| HSS 21 | Civilization and Social Institutions | 3.00 |
| HSS 22 | Civilization and Social Institutions | 3.00 |
| POL 11 | Power and Politics | 3.00 |
| PSY 3 | Introduction to Psychology | 3.00 |
| SOC 3 | Introduction to Sociology | 3.00 |

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

| ART 61 | Introduction to Visual Art | 3.00 |
| DNC 61 | Dance Through Time | 3.00 |
| HAR 21 | Art, Music, and Dance in Social Context | 3.00 |
| HAR 22 | Art, Music, and Dance in Social Context | 3.00 |
| MUS 61 | Music and Culture | 3.00 |
| THE 61 | The Theatrical Vision | 3.00 |

Core Science Biology Courses for Biology; Biochemistry; and Related Majors

| BIO 1 | General Biology | 4.00 |
| BIO 2 | General Biology | 4.00 |

Core Chemistry Courses Required of Science Majors

| CHM 3 | General and Inorganic Chemistry | 4.00 |
| CHM 4 | General and Inorganic Chemistry | 4.00 |

Core Physics Courses Required of Science Majors

| PHY 31 | General Physics | 4.00 |
| PHY 32 | General Physics | 4.00 |

Mathematics Core Requirement For Science Majors

| MTH 30 | Pre-Calculus Mathematics | 4.00 |
| MTH 40 | Calculus I | 4.00 |

Orientation Seminar Core Requirement

| OS 1 | The University: Discovery and Change | 1.00 |
### Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

#### Foreign Language Core Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 11</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 12</td>
<td>Introductory Spanish II</td>
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</tbody>
</table>

#### Foreign Language Core French

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 11</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 12</td>
<td>Introductory French II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Foreign Language Core Italian

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Foreign Language Core Honors Spanish (A student must be in the Honors Program to take the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>HLS 22</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Foreign Language Core Honors French (A student must be in the Honors Program to take the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Biochemistry Bachelor of Science Major Requirements

#### Biochemistry BS Major Requirements

The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIC 128</td>
<td>The Basis of Cell Function</td>
<td>4.00</td>
</tr>
<tr>
<td>BIC 153</td>
<td>Biochemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>BIC 154</td>
<td>Biochemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>BIC 160</td>
<td>Molecular Biology</td>
<td>2.00</td>
</tr>
<tr>
<td>BIC 161</td>
<td>Introductory Molecular Biology</td>
<td>3.00</td>
</tr>
<tr>
<td>BIC 186</td>
<td>Senior Research</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 128</td>
<td>The Basis of Cell Function</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 160</td>
<td>Molecular Biology</td>
<td>2.00</td>
</tr>
<tr>
<td>BIO 161</td>
<td>Introductory Molecular Biology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 153</td>
<td>Biochemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 154</td>
<td>Biochemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

To fulfill this requirement choose two (2) out of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIC 125</td>
<td>Physiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIC 126</td>
<td>Principles of Genetics</td>
<td>4.00</td>
</tr>
<tr>
<td>BIC 187</td>
<td>Senior Research</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 125</td>
<td>Physiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 126</td>
<td>Principles of Genetics</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Biochemistry BS Ancillary Requirements

The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 113</td>
<td>Quantitative Analysis</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 121</td>
<td>Organic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 122</td>
<td>Organic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 135</td>
<td>Physical Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 101</td>
<td>Calculus II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### B.S. in Chemistry

#### Bachelor of Science Core Requirements

#### Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Core Seminar Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Speech Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Philosophy Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### History Core Requirement

#### HIS 1

- History of Civilizations to 1500
  - 3.00

#### HIS 2

- History of Civilizations Since 1500
  - 3.00

### Social Science Core Requirement - Six credits from the following (a student must be part of the Honors Program to take HSS 21 and HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Communication, Visual and Performing Arts

Core Requirement - Three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Biology Core Courses Required of Chemistry Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 4</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Core Chemistry Courses Required of Science Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>General and Inorganic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>General and Inorganic Chemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Core Physics Courses Required of Science Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 31</td>
<td>General Physics</td>
<td>4.00</td>
</tr>
</tbody>
</table>
The following courses must be fulfilled:

**Chemistry BS Major Requirement**

2.00 Major GPA Required.

Major Grade Point Average

2.00 Major GPA Required.

Chemistry BS Major Requirement

The following courses must be fulfilled:

- **BIO 4** Life: Its Origin, Maintenance and Future 4.00
- **PHY 31** General Physics 4.00
- **PHY 32** General Physics 4.00

Chemistry BS Distribution Requirement

The following courses must be fulfilled:

- **MTH 101** Calculus II 4.00

**Minor in Chemistry**

Students who wish to minor in a Science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a Science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

**Biochemistry Courses**

**BIC 125 Physiology**

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

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

Credits: 4

Every Fall

**BIC 126 Principles of Genetics**

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with Drosophila, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week.

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

Credits: 4

Every Fall

**BIC 128 The Basis of Cell Function**

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week.

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

Credits: 4

Every Spring

**BIC 153 Biochemistry I**

An in-depth study of modern biochemistry, including structure and function of proteins, enzyme kinetics and mechanisms, storage, transmission and expression of genetic information and recombinant DNA technology. The laboratory emphasizes biochemical instrumentation. Three lecture hours, one three-hour laboratory.

Pre-requisites of CHM 122, CHM 135 and CHM 136 are required.

Credits: 4

Every Fall

**BIC 154 Biochemistry II**

An inquiry into the chemistry of biologically important compounds, including vitamins, lipids and carbohydrates, study of the structure and function of cell membranes and the design and regulation of metabolic pathways. The laboratory emphasizes biochemical instrumentation. Three lecture hours, collateral readings and reports and one three-hour laboratory.

The pre-requisite of BIC 153 is required.

Credits: 4

Every Spring

**BIC 160 Molecular Biology**

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA fragments. Two two-hour laboratory periods per week. Prerequisites: BIO 126, CHE 4. BIC 161 recommended.

Credits: 2

Every Spring

**BIC 161 Introductory Molecular Biology**

A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week.

Pre-requisites of BIO 2 or 4, and BIO/BIC 160 are required.

Corequisite of CHM 4 is required.

Credits: 3

Every Spring

**BIC 186 Senior Research**

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.

Credits: 3

Every Semester

**BIC 187 Senior Research**

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.

Credits: 3
Brooklyn Campus

Every Semester

BIC 195 Honors Study
Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have successfully completed Biochemistry 186, 187.

Credits: 3
Every Semester

BIC 196 Honors Study
Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have successfully completed Biochemistry 186, 187.

Credits: 3
Every Semester

Chemistry Courses

CHM 3 General and Inorganic Chemistry
A modern course in general chemistry, stressing the fundamental principles of atomic and molecular structure, stoichiometry, states of matter, and thermodynamics. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.

Pre-requisite of CHM 3 is required.
Credits: 4
Every Semester

CHM 4 General and Inorganic Chemistry
A modern course in general chemistry, stressing the fundamental principles chemical equilibria, rates of reactions, nuclear chemistry, coordination compounds, thermodynamics and electrochemistry. This course also emphasizes descriptive inorganic chemistry, the theory and practice of semi-micro qualitative analysis and an introduction to organic chemistry. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.

Pre-requisite of CHM 4 is required.
Credits: 4
Every Semester

CHM 4X Introduction to Organic and Biochemistry
A review of the general application of organic chemistry and biochemistry to everyday living. Fulfills science requirements for non-science majors. Two lecture hours, one recitation period, three laboratory periods. Not open to Division II majors.

Pre-requisite of CHM 3X is required.
Credits: 4
Every Semester

CHM 21 Chemistry and Modern Technology
An introduction to fundamental chemical principles, such as classification of compounds and chemical reactions, which are applied to topics in human biology such as metabolism and digestion. The role of chemistry in society is also addressed through the study of chemical processes in industry and the environment. This course is not open to Science Majors.

Pre-requisite of PHY 20 is required. Course not open to science majors.
Credits: 3
Every Semester

CHM 113 Quantitative Analysis
A survey of the theories and techniques of traditional volumetric and gravimetric analysis, plus treatment of instrumental techniques, i.e., spectrophotometry and chromatography. Designed for Chemistry, Biochemistry and Biology majors who may continue their studies either in graduate programs or in professional schools. Two lecture hours, one recitation period, one three-hour laboratory period.

Pre-requisite of CHM 4 is required.
Credits: 4
Every Fall

CHM 121 Organic Chemistry
The purpose of this introductory course is to expose students to the foundations of chemical reactivity and reaction mechanisms. The students will review chemical bonding, study functional groups, and also naming organic compounds. This will be followed by the study of alcohols, alkyl halides and alkenes. Introduction to substitution and elimination reactions, radical reactions and additions to alkenes. Two lecture hours, one quiz period and a three-hour laboratory period.

Pre-requisite of CHM 4 is required.
Credits: 4
Every Semester

CHM 122 Organic Chemistry
Overview of the main spectroscopic methods used in the identification of organic compounds with a particular emphasis on the study of nuclear magnetic resonance and infrared spectroscopy. Introduction to organometallic chemistry. Alcohol functional groups, synthesis of alcohols by means of reduction reactions and reactivity of alcohols in oxidation reactions. Synthesis and reactivity of the carbonyl group. Reactivity of enols and enolates, study of the reactions of carboxylic acids and their derivatives, the acid chlorides, anhydrides, esters, amides and nitriles. Study of amines, aryl halides and phenols. Two lecture hours, one quiz period and a three-hour laboratory period.

The pre-requisites of CHM 4 and CHM 121 are required.
Credits: 4
Every Semester

CHM 124 Advanced Organic Chemistry
An introduction to theoretical organic chemistry, with emphasis on mechanistic concepts, molecular orbital and valence bond approaches to chemical bonding, and the chemical literature. The laboratory emphasizes preparative work on a macroscale, including hydrogenations, stirred reactions, vacuum distillation, spectroscopy and chromatography. Two lecture hours, one four-hour laboratory period.

Pre-requisites of CHM 122 and CHM 135 are required.
Credits: 4
On Occasion

CHM 135 Physical Chemistry I
A study of thermodynamics, solution equilibria, chemical kinetics, and electrochemistry and their application to biological systems. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry, majors and to qualified students in other majors with the permission of the Department Chair. Prerequisites or corequisites: CHM 122, PHY 32, MTH 40.

Pre-requisites of CHM 113, CHM 122, PHY 20 and MTH 40 are required.
Credits: 4
Every Fall

CHM 136 Physical Chemistry II
A study of the physical changes of states, statistical thermodynamics, elementary quantum mechanics, atomic and molecular structure, spectroscopy, and the solid state. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry, majors and to qualified students in other majors with the permission of the Department Chair. Prerequisites: CHM 135, MTH 101.

Pre-requisites of CHM 135 and MTH 101 are required.
Credits: 4
Every Spring

CHM 153 Biochemistry I
An in-depth study of modern biochemistry, including structure and function of proteins,
enzyme kinetics and mechanisms, storage, transmission and expression of genetic information and recombinant DNA technology. The laboratory emphasizes biochemical instrumentation. Three lecture hours, one three-hour laboratory.

**Pre-requisites of CHM 122, CHM 135 and CHM 136 are required.**

**Credits:** 4

**Every Fall**

### CHM 154 Biochemistry II

An inquiry into the chemistry of biologically important compounds, including vitamins, lipids and carbohydrates, study of the structure and function of cell membranes and the design and regulation of metabolic pathways. The laboratory emphasizes biochemical instrumentation. Three lecture hours, collateral readings and reports and one three-hour laboratory.

*The pre-requisite of BIC 153 is required.*

**Credits:** 4

**Every Spring**

### CHM 186 Senior Research

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser. Prerequisite: CHM 136. Offered every semester.

**Credits:** 3

**Every Semester**

### CHM 187 Senior Research

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser. Prerequisite: CHM 136. Offered every semester.

**Credits:** 3

**Every Semester**

### CHM 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

*Pre-requisite of CHM 136 is required.*

**Credits:** 3

**Every Semester**

### CHM 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

*Pre-requisite of CHM 136 is required.*

**Credits:** 3

**Every Semester**
Department of Mathematics

Professors: Myers, Park, Zuckerberg
Professors Emeriti: Posmentier, Stanley, Zuckerkan
Associate Professors: Allan (Chair), Bednarchak, Knight, Mokhtari-Sharghi, Su
Associate Professors: Emeriti Farber, Tucker
Assistant Professor: Zablow
Adjunct Faculty: 21

The Mathematics Department offers the B.S in Mathematics, which exposes our students to the study of spatial relationships, universal patterns and abstract structures. The first three years of study follows a core curriculum, which provides the students with a broad foundation of knowledge and equips them with the analytical skills essential for the pursuit of further studies in mathematics at the graduate level. Given the all-pervasive nature of mathematics and its unusual effectiveness as the formal language of science, we support the services of programs not only in chemistry, biology, pharmaceutical research and computer science, but also in the liberal arts disciplines of economics, finance, sociology and psychology.

Our students have the option of majoring in mathematics together with minors in computer science, economics and actuarial science; and in the recent past, some have even majored in mathematics while executing a minor in chemistry.

Mathematics 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 to meet and exceed their career goals.

An undergraduate major in mathematics followed by graduate work in the same or related areas prepares students for careers in many fields. A partial listing of these fields includes business, banking, technical analysis of markets, mathematical modeling, statistical research, insurance, high technology, teaching at all levels from high school to college and theoretical research in new mathematics. Mathematics majors who elect to minor in computer science will be well prepared for employment in computer hardware and software system design and data processing.

Actuarial Science

The Mathematics Department also offers a program leading to the Bachelor of Science in Mathematics with a concentration in Actuarial Science. Students wishing admission to this program must have completed Mathematics 30 with at least a grade of B. At the discretion of the Department Chair or program coordinator, students who have received a C or C+ in Mathematics 30 may be conditionally admitted to the program, but they must receive at least a grade of B in Mathematics 40. Retention in the program requires at least a B in all Mathematics courses and an overall average of at least a B in the remaining suggested courses.

The following, in addition to all requirements for the Mathematics major, are recommended:
1. Mathematics 136, 141 and 142
2. Computer Science 101, 112, 117 and 118 (knowledge of programming in C/C++ is essential)
3. Economics 1, 2, 101 and 102
4. Accounting 101
5. Marketing 101 Introduction to operations research and mathematical theory of interest are also recommended.

Minor in Computer Science or in Economics

The following are recommended for Mathematics majors who wish to minor in Computer Science or Economics:
- Computer Science – Computer Science 101, 117, 118, 128, and 130;
- Mathematics 136, 141, 142
- Economics – Mathematics 141 and 142 and at least 12 credits from Economics 101, 102, 117, 118, 125 and 132

For Mathematics majors who wish to minor in secondary education, see the School of Education section.

B.S. in Mathematics

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 09 Developmental Skills 0.00 Mathematics 01
- DSM 09 Developmental Skills 0.00 Mathematics 09
- ENG 13 English Composition 3.00
- ENG 14 English Composition 3.00

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following
- ENG 16 English Composition 3.00
- ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement
- COS 50 Idea Of The Human 3.00

Speech Core Requirement
- SPE 3 Oral Communication 3.00

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)
- ENG 61 European Literatures I 3.00
- ENG 62 European Literatures II 3.00
- ENG 63 American Literatures 3.00
- ENG 64 Non-Western Literatures 3.00
- HEG 21 Literature of the Human Imagination 3.00
- HEG 22 English Literature of the Human Imagination 3.00

Philosophy Core Requirement
- PHI 61 Philosophical Explorations I 3.00
- PHI 62 Philosophical Explorations II 3.00

History Core Requirement
- HIS 1 History of Civilizations to 1500 3.00
- HIS 2 History of Civilizations Since 1500 3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)
- ANT 4 Physical Anthropology 3.00
- ANT 5 Cultural Anthropology 3.00
- ECO 1 Introduction to Economics 3.00
- ECO 2 Introduction to Economics 3.00
- HSS 21 Civilization and Social Institutions 3.00
- HSS 22 Civilization and Social Institutions 3.00
- POL 11 Power and Politics 3.00
- PSY 3 Introduction to Psychology 3.00
- SOC 3 Introduction to Sociology 3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)
- ART 61 Introduction to Visual Art 3.00
- DNC 61 Dance Through Time 3.00
- HAR 21 Art, Music, and Dance in Social Context 3.00
- HAR 22 Art, Music, and Dance in Social Context 3.00
- MUS 61 Music and Culture 3.00
### Mathematics BS Major Requirements

To fulfill this requirement choose one (1) course from MTH 106 or 108.

- **MTH 106** Applied Mathematics 4.00
- **MTH 108** Advanced Calculus 3.00

To fulfill this requirement choose one (1) course from MTH 121 or 122.

- **MTH 121** Introduction to Modern Algebra 3.00
- **MTH 122** Linear Algebra 3.00

### Mathematics BS Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following: 
- Computer Science, Economics, Teaching and Learning or Science.

### Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

- **Foreign Language Core Spanish**
  - SPA 11 Introductory Spanish I 3.00
  - SPA 12 Introductory Spanish II 3.00

- **Foreign Language Core French**
  - FRE 11 Introductory French I 3.00
  - FRE 12 Introductory French II 3.00

- **Foreign Language Core Italian**
  - ITL 11 Introductory Italian I 3.00
  - ITL 12 Introductory Italian II 3.00

- **Foreign Language Core Honors Spanish - A**
  - A student must be in the Honors Program to take the following
  - HLS 21 Honors Spanish 3.00
  - HLS 22 Honors Spanish 3.00

- **Foreign Language Core Honors French - A**
  - A student must be in the Honors Program to take the following
  - HLF 21 Honors French 3.00
  - HLF 22 Honors French 3.00

### Mathematics Major Requirements

#### Mathematics BS Major GPA Requirement

2.00 Major GPA Required.

#### Mathematics BS Major Requirements

The following courses must be fulfilled:

- **MTH 101** Calculus II 4.00
- **MTH 102** Calculus III 4.00

To fulfill this requirement choose one (1) course from MTH 105 or 107.

- **MTH 105** Applied Mathematics 4.00
- **MTH 107** Advanced Calculus 3.00

### Minor in Mathematics

Students who wish to minor in a Science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a Science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

### Mathematics Courses

**MTH 10 Basic Mathematics**

College algebra. Algebraic operations; quadratic, exponential and logarithmic functions; basic geometric copes; right triangle trigonometry.

*Pre-requisite of DSM 09 is required or placement exam.*

Credits: 3

**MTH 11Y Elementary Mathematics with Applications I**


*Pre-requisite of MTH 10 is required.*

Credits: 3

**MTH 112 Fundamentals of Modern Mathematics**

Elementary logic, sets and numeration; the development of number systems; natural numbers, integers, rational numbers, real numbers and complex numbers; functions, equations and inequalities; classical and modern geometries; measurement and mensuration; permutations, combinations, probability, and elementary statistics.

*Pre-requisite of MTH 10 is required.*

Credits: 3

**MTH 15 Mathematical Tools and Their Use**

Numerical techniques. Mathematical reasoning and organization of thought. Statistical applications. Selected topics in probability. Other applications include straight lines, areas under curves, compound interest and inflation. The nature of programming (students are required to buy a programmable calculator specified by the instructor). Students who have taken MAT 16 or 11y are exempt from MAT 15.

*Pre-requisite of DSM 09 is required or placement exam.*

Credits: 4

**MTH 16 Finite Mathematics**

Selected topics from matrix algebra, linear programming, consumer mathematics, probability, theory of games, graphs, and trees. Students who have taken MAT 15 or 11Y are exempt from MAT 16.

*Pre-requisite of DSM 09 is required or placement exam.*

Credits: 3

**MTH 30 Pre-Calculus Mathematics**

Fundamental concepts of sets and the real and
complex number systems; algebraic and trigonometric functions and relations; inequalities.
Pre-requisite of MTH 10 is required.
Credits: 4
All Sessions

**MTH 40 Calculus I**
Limits and continuity; analytic geometry; theorems on derivatives and definite integrals; and various applications of such theorems involving exponential, logarithmic, trigonometric and hyperbolic functions.
Pre-requisite of MTH 30 is required.
Credits: 4
All Sessions

**MTH 100 Introductory Statistics**
Sampling techniques, measures of central tendency and variability, probability modes in statistical inference, estimation and hypothesis testing, the Chi-square test, regression and correlation. Not open for credit to Mathematics majors.
Pre-requisites of MTH 10 or MTH 15 or MTH 16 are required.
Credits: 3
All Sessions

**MTH 101 Calculus II**
Methods of integration; limits, indeterminate forms; approximations; parametric and polar equations, infinite series.
Pre-requisite of MTH 40 is required.
Credits: 4
Every Fall

**MTH 102 Calculus III**
Partial differentiation; multiple integration; center of mass, moments of inertia; vectors, solid analytic geometry, line integrals and Green's Theorem; elementary differential equations.
Pre-requisite of MTH 101 is required.
Credits: 4
Every Spring

**MTH 104 Differential Equations**
Linear equations with constant coefficients, applications, undetermined coefficients, variation of parameters, differential operators, Laplace transforms, systems of equations, equations of first order by higher degree, special equations of second order, power series solutions, methods of Frobenius, elementary partial differential equations, Fourier series, introduction into boundary value problems, existence and uniqueness of solutions.
Pre-requisite of MTH 102 is required.
Credits: 3
OnOccasion

**MTH 105 Applied Mathematics**
Ordinary linear differential equations, including existence and uniqueness of solutions; series solution of differential equations, including Legendre polynomials and Bessel functions; Laplace transforms; matrices, determinants, eigenvalues and eigenvectors with application to linear systems.
Pre-requisite of MTH 102 is required.
Credits: 4
On Occasion

**MTH 106 Applied Mathematics**
Vector analysis, including vector algebra, vector differential calculus, line and surface integrals and the theorems of Gauss, Green and Stokes; Fourier series and integrals; partial differential equations, including boundary value problems; beta, gamma and error functions; asymptotic expansions.
Pre-requisite of MTH 105 is required.
Credits: 4
On Occasion

**MTH 107 Advanced Calculus**
The real number system, limits and continuity, differentiation and integration of elementary functions and functions of several variables, curves and surfaces, partial differentiation.
Pre-requisite of MTH 102 is required.
Credits: 3
On Occasion

**MTH 108 Advanced Calculus**
Multiple integration; infinite and power series; uniform convergence and limits; improper, line, and surface integrals; Fourier series; differential geometry.
Pre-requisite of MTH 107 is required.
Credits: 3
On Occasion

**MTH 111 Complex Variables**
Complex numbers; analytic function, Cauchy-Riemann equations, harmonic functions; elementary functions, mappings; the Cauchy-Goursat and Morera theorems; Cauchy integral formula, power-series; Laurent series; uniform convergence; residues and poles; conformal mapping.
Pre-requisite of MTH 102 is required.
Credits: 3
On Occasion

**MTH 121 Introduction to Modern Algebra**
A survey of the concepts of modern abstract algebra, including investigation of groups, fields and rings, with special attention to group theory.
Pre-requisite of MTH 40 is required.
Credits: 3
On Occasion

**MTH 122 Linear Algebra**
Vectors and vector spaces, matrices and determinants, eigenvalues and eigenvectors, linear systems, linear transformations.
Pre-requisite of MTH 40 is required.
Credits: 3
On Occasion

**MTH 123 Advanced Geometry**
Theorems of Menelaus, Ceva, Pascal, Desargues and Pappus; cross-ratio, harmonic division; constructions, loci, transformations; inversion; dissection theory; projective geometry; non-Euclidean geometries; finite geometries; the foundations of geometry.
Pre-requisites of MTH 40 and MTH 12Y or MTH 12Z are required, or with approval of the Department.
Credits: 3
All Sessions

**MTH 124 Introduction to Number Theory**
Properties of integers, including divisibility and factorization; Euler and other number theoretic functions; theorems of Fermat, Euler and Wilson; primitive roots, quadratic reciprocity.
Pre-requisites of MTH 40 and MTH 12Y or MTH 12Z are required, or with approval of the Department.
Credits: 3
On Occasion

**MTH 136 Numerical Analysis**
Approximating polynomials, numerical solutions to algebraic and transcendental equations, numerical differentiation and integration, numerical solutions to differential equations.
Pre-requisite of MTH 102 is required.
Credits: 3
On Occasion

**MTH 141 Elements of Probability**
Combinatorial problems, discrete and continuous random variables, moments and generating functions, some probability distributions, the law of large numbers and the central limit theorem, stochastic processes.
Pre-requisite of MTH 102 is required.
Credits: 3
On Occasion

**MTH 142 Statistical Inference**
Sampling and sampling distributions, particularly the t and F distributions; point and maximum likelihood estimation; confidence intervals; significance tests; testing hypotheses. Prerequisite: MAT 141.
Credits: 3
On Occasion

**MTH 195 Honors Study**
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.
Credits: 3
On Demand

**MTH 196 Honors Study**
Honors Study is designed to give outstanding students an opportunity to do independent work in
their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3
On Demand

**MTH 197 Independent Study**
Independent Mathematics study

Credits: 3
On Demand
Department of Physics

Professors Arons, Achuthan, Glickman (Chair)
Teiger
Professors Emeriti Macomber, Posmentier, Tsantes, Kleinman, Clark,
Associate Professor Emeritus Kanihi
Assistant Professor Kavic
Adjunct Faculty: 5

Richard L. Conolly College does not offer a degree program in physics at this time. The Physics Department is primarily a service department supplying a sound underpinning for majors in pharmacy, physical therapy, and other health sciences as well as for chemistry and biology majors. In those courses, emphasis is placed upon understanding basic concepts and honing problem solving skills. In the course for liberal arts students, emphasis is placed on conceptual understanding. Topics covered in all physics courses include: Newtonian Mechanics, energy and its conservation, electromagnetism, optics, and an introduction to relativity and atomic and nuclear physics. Relevance to such areas as climate change, space exploration, alternative energies and nuclear radiation are examined.

Physics Courses

PHY 20 The Physical Universe
An introduction to the fundamental principles that govern the physical universe, including the behavior of particles smaller than an atom and objects larger than the sun. The basic laws of nature, various forces, and different forms of energy are explored. Examples are drawn from the physical, biological and chemical sciences and from applied technology. Three lecture hours, two laboratory hours.
The prerequisite of DSM 09, or Math 15, or Math 16, or Math 30 or Math 40 is required. Course not open to science majors.
Credits: 4
All Sessions

PHY 27 Physics for Pharmacy
An introductory non-calculus-based physics course for freshman and sophomore Pharmacy majors. Topics covered: mechanics, fluid mechanics, electricity, magnetism, optics, modern physics and quantum mechanics are investigated. (Note: Students interested in premedical and predental programs or in BIO, CHE or PT are required to take PHY 31-32.)
The prerequisite of MTH 30 is required.
Credits: 4
Every Fall and Spring

PHY 31 General Physics
The standard introduction to physics intended primarily for science majors, but may be taken by non-science students. First semester: mechanics, properties of matter, special theory of relativity, fluid mechanics, thermal physics, vibrations, waves and sound. Second semester: electricity, magnetism, optics and modern physics. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.
The prerequisite of MTH 30 is required.
Credits: 4
Every Fall and Spring

PHY 32 General Physics
A continuation of Physics 31. Topics include: mechanics, properties of matter, heat and thermodynamics, fluid mechanics, theory of gases, and sound. Second semester: electricity, magnetism, optics and modern physics. Two lecture hours, one two-hour recitation period, one two-hour laboratory period. Prerequisite: MAT 30 is a prerequisite for PHY 31.
Credits: 4
Every Fall and Spring
**SOCIAL SCIENCE (DIVISION III)**

The Social Science Division offers majors in economics, history, political science, psychology, and anthropology/sociology. Each major provides the theoretical and practical background for entry into many private and government enterprises. An interdisciplinary major is available in the social sciences, and students can minor in every Social Science Division subject area, in addition to Latin American and Caribbean studies and Asian studies. Graduate study on the master's level is offered in most undergraduate majors (M.A., M.S.), and the Ph.D. is offered in clinical psychology.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

**Department of Economics**

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

The major in economics offers a unique combination of theory and practical applications, preparing students to think analytically about real world economic problems. Not only is majoring in economics considered to be a lucrative option with remarkable job market versatility, but it also provides intellectual challenges likely to appeal to inquisitive minds. Indeed, this field usually attracts undergraduate students who enjoy using intuitive logical arguments to gain insight on socioeconomic problems and public policy issues. Their work is often inspired not only by practical considerations but also by their intellectual curiosity and a desire to contribute to society.

The program seeks to equip students with the basic tools needed to understand the operation of a modern economy, including the role of markets and organizations in the allocation of resources as well as the factors that determine income, employment and economic growth. Aside from the introductory economics sequence (Economics I and II), the Department offers a variety of more advanced elective courses, including Money and Banking, Economic Development, Industrial Organization, Government Regulation, Public Finance, Urban Economics, International Economics and other subjects. The underlying goal is to train students to use formal analysis and empirical observation to examine varied socioeconomic issues and to develop several valuable skills in the process, including the ability to apply logical thought to economic problems, the ability to observe and draw inferences from data and the ability to present economic ideas in compelling writing and speech.

Economics majors are encouraged to consider the possibility of complementing their studies with a minor in a discipline like business, mathematics, computer science, history, sociology or political science. Ambitious students often have embraced the challenge of double majoring in economics and one of the aforementioned disciplines.

An undergraduate education in economics also brings about a considerable vocational benefit. In pursuing an economics concentration, students are introduced to research methods and quantitative techniques, developing analytical skills and communication skills that constitute a relevant background for several professions. Indeed, the 128-credit B.A. in economics provides a sound foundation not only for graduate study and a career in economics but also for careers in business, law, public service, education, journalism, urban affairs, international relations and other fields. In particular, many undergraduate economics majors enroll in law schools and in graduate business programs after graduation. In addition, economics majors seeking employment immediately after college often find job opportunities in management, insurance, real estate, financial analysis, computing systems, consulting, banking, sales and public administration.

Students preparing to teach in the field of Economics on the secondary school level should consult the Teaching and Learning section of the bulletin for further requirements.

**B.A. in Economics**

**Bachelor of Arts Core Requirements**  
**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses are:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills in Mathematics</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills in Mathematics</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Bachelor of Arts Core Curriculum Requirements**

**English Composition Core Requirement - Three credits from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Core Seminar Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Speech Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**English Literature Core Requirement - Six credits from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Philosophy Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**History Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Social Science Core Requirement (Both ECO 1 & 2 must be completed).**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Communication, Visual and Performing Arts Core Requirement - Three credits from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Must Complete the Following Courses:

**the Economics Plan**

The Following are Required Courses for Economics Bachelor of Arts Major

- **2.00 Major GPA Required**
- **Requirements**
- **Foreign Language Core Curriculum Requirements**
- **Science Core Requirement**
- **Mathematics Core Requirement - One course from the following**
- **Orientation Seminar Core Requirement (waived for transfer students)**
- **Foreign Language Core Curriculum Requirements**

Must complete 6 credits in one of the foreign language disciplines listed below.

<table>
<thead>
<tr>
<th>Foreign Language Core Spanish</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 10 Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 12 Introductory Spanish II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Language Core French</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 10 Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 12 Introductory French II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Language Core Italian</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 10 Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12 Introductory Italian II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Foreign Language Core Honors Spanish</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 10 Honors Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>HLS 12 Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Foreign Language Core Honors French</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF 10 Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 12 Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Economics Bachelor of Arts Major Requirements

- Economics Major Grade Point Average 2.00 Major GPA Required
- The Following are Required Courses for the Economics Plan
- Must Complete the Following Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Microeconomic Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Macroeconomic Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 116</td>
<td>Government Regulation of Business</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 117</td>
<td>History of Economic Thought</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 118</td>
<td>Modern Economic Thinkers</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 125</td>
<td>International Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 132</td>
<td>Comparative Economic Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>IBU 125</td>
<td>International Economics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Twelve (12) Additional Credits in Advanced Economics Required. (or approved Business courses)

Three (3) Credits from Social Science 200 Series. (Capstone Seminar)

Ancillary Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 100</td>
<td>Introductory Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Economics Distribution Requirement

(Introductory courses must be completed). To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: HIS, POL, PSY, SOC, ANT, MTH, MAN, MKT, ACC, FIN, CS, QA.

Minor in Economics

An Economics minor requires 12 ECO credits at or above the 100 level, in addition to a core ECO 1 or 2 class.

Economics Courses

ECO 1 Introduction to Economics

A study of economic principles and problems and their application to the American economy. ECO 1 stresses the macroeconomics aspects - that is, the broad aggregates such as the nature of economics and of economic systems; the monetary and banking system; the total levels of output, income and employment; economic growth and inflation; and public policy for achieving economic stability and growth. Economics 2 stresses the microeconomic topics - that is, those that relate to parts of the economy and include the firm; the determination of prices of specific commodities; the law of supply and demand and types of market structure; the labor union; and wage and profit determination.

Credits: 3
Every Fall, Spring and Summer

ECO 2 Introduction to Economics

A study of economic principles and problems and their application to the American economy. ECO 1 stresses the macroeconomics aspects - that is, the broad aggregates such as the nature of economics and of economic systems; the monetary and banking system; the total levels of output, income and employment; economic growth and inflation; and public policy for achieving economic stability and growth. Economics 2 stresses the microeconomic topics - that is, those that relate to parts of the economy and include the firm; the determination of prices of specific commodities; the law of supply and demand and types of market structure; the labor union; and wage and profit determination.

Credits: 3
Alternate Years

ECO 101 Microeconomic Analysis

A detailed analysis of rational consumer behavior and of the pricing and production policies of individual firms. The relation of such policies to the efficient allocation of resources in the economy under different market conditions is studied.

Credits: 3
Alternate Years

ECO 102 Macroeconomic Analysis

A study of the factors that influence the level of the national income and the volume of employment and unemployment. The significance of consumption, savings, investment, foreign trade and government expenditures in determining the overall performances of the economy is considered.

Credits: 3
Alternate Years

ECO 105 Money and Banking

A systematic study of the money, credit and banking systems of the United States. Emphasis is placed on the various monetary factors that influence the level of the national income and the relationship of financial institutions to those factors.

Credits: 3
Alternate Semesters

ECO 115 Industrial Economics

This course provides an introduction to Industrial Organization, a field that focuses on how firms, interacting through markets, attempt to exploit opportunities for profit. The standard models of perfect and imperfect competition are examined, emphasizing the strategic behavior of the interacting firms. Topics include pricing models and other strategic aspects of business practice, including research and development and informational issues.

Credits: 3
Alternate Years

ECO 116 Government Regulation of Business

A study of government regulation of significant sectors of the American economy, such as manufacturing monopolies, the financial markets, transportation and communications.

Credits: 3
Alternate Years

ECO 117 History of Economic Thought

A survey of the principal currents of economic thought in their historical perspective. The leading economic schools and economists are emphasized.
Such thinkers as Adam Smith, Thomas Malthus, John Stuart Mill and Karl Marx receive particular attention.
Credits: 3
On Occasion

ECO 118 Modern Economic Thinkers
An evolutionary analysis of the ideas of such leading modern economists as A. Marshall, Thorstein Veblen, Paul Samuelson, Milton Friedman and John K. Galbraith.
Credits: 3
Every Fall

ECO 129 Problems of the Modern American Economy
An analysis of prime current problems of the American economy, such as economic stability and growth, employment, collective bargaining and monopoly.
Credits: 3
Every Summer

ECO 130 Comparative Economic Systems
An analysis of capitalism and noncapitalist systems. Special attention is paid to economic organizations in the United States, problems of converting the former Communist countries of Eastern Europe to a market economy, social democracies of Western Europe, the economy of Japan and economic organizations of Communist China. Comparison is made of the economic performances of various systems.
Credits: 3
On Occasion

ECO 133 Public Finance and Fiscal Policy
An analysis of taxation, public expenditures and debt of federal, state and local governments, and of the impact of government fiscal policy on the stability, employment and growth of the economy.
Credits: 3
On Occasion

ECO 134 International Economics
A review of such basic concepts as the principles of international trade, gains from foreign trade, trade barriers and policies, balance of payments, foreign exchange markets, and the problem of international liquidity. (Same as International Business 125.)
Credits: 3
Every Fall

ECO 135 Advanced International Economics
An analysis of the problems of economic development of the Third World. Discussion centers around the principles of economic growth, population problems, land reform, methods of capital accumulation and techniques of planning.
Credits: 3
On Occasion

ECO 140 Urban Economics
An analysis of economic problems arising in the dynamic mid-twentieth century metropolitan complex. Topics discussed include past and present economic functions of cities; location theory, urban labor and migration problems; and the economics of urban services, such as transportation, education, health and welfare. The impact of race, poverty and the urban ghetto are studied in the light of a central concern with the political economy of a highly urbanized society.
Credits: 3
Every Fall

ECO 142 International Business
A review of such basic concepts as the principles of international trade, gains from foreign trade, trade barriers and policies, balance of payments, foreign exchange markets, and the problem of international liquidity. (Same as International Business 125.)
Credits: 3
Every Fall

ECO 150 Modern Economic Problems
A survey of the problems of economic development in the 20th century. Discussion centers around the principles of economic growth, population problems, land reform, methods of capital accumulation and techniques of planning.
Credits: 3
On Occasion

ECO 160 Economic Development
A survey of the problems of economic development of the Third World. Discussion centers around the principles of economic growth, population problems, land reform, methods of capital accumulation and techniques of planning.
Credits: 3
On Occasion

ECO 170 Current International Economic Problems
An analysis of key current international economic problems and their related policies. Such issues as economic development and growth, multinational corporations, international balance of payments disequilibrium, intergovernmental cartels and the division of international resources are treated.
Credits: 3
Every Summer

ECO 175 Independent Study
Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.
Credits: 3
On Demand

ECO 176 Independent Study
Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.
Credits: 3
On Demand
Department of History

Professors Dorinson, Warmand (Chair), Wilson
Professors Emeriti Brennan, Fisher, Gabel, Horowitz, Lane, Necheles-Jansyn
Associate Professors Jones, Horstmann Gatti, Xia
Associate Professor Emeritus Reilly
Assistant Professors Agrait, Mims
Adjunct Faculty: 5

Studying history offers both personal rewards and practical advantages. Guided by a faculty of accomplished historians, students explore historical events through various lenses, analyzing political, social, cultural, and economic developments around the world in different time periods; this approach provides students with a global perspective on how the individuals, ideas, and conflicts of the past have shaped the world in which we live and how they may eventually help to guide our future. Through courses in American, European, African, Eurasian, Latin American, social and comparative history, students improve their analytical, research, writing, and communication skills that open doors to a broad range of challenging and better-paying careers.

The 128-credit B.A. in History provides students with the knowledge and intellectual power that allow them to pursue multiple career paths. For example, this program can lead to fulfilling and successful careers in elementary, secondary and college teaching; law; journalism; archival and museum work; public and business history; and local and national history. History majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Faculty mentors will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Students preparing to teach on the secondary school level should consult the Teaching and Learning section for additional requirements.

B.A. in History

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
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</table>

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
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</table>

Core Seminar Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
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</tbody>
</table>

Speech Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Philosophy Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

History Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Communication, Visual and Performing Arts

Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
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</tbody>
</table>

Science Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 22</td>
<td>Biology and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Chemistry and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 20</td>
<td>The Physical Universe</td>
<td>4.00</td>
</tr>
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</table>

Mathematics Core Requirement - One course from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
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</table>

Orientation Seminar Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS 1</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA 11</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 12</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core French

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 11</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 12</td>
<td>Introductory French II</td>
<td>3.00</td>
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</table>

Foreign Language Core Italian

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>HLS 22</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>
History Major Requirements.
Major Grade Point Average
2.00 Major GPA Required.
The following are required courses:
The following course is required.
HIS 100 The American Experience 3.00
Eight (8) additional advanced (above 100 level) History courses are required.
One (1) course from the Social Science 223, 224 series is required.

History Distribution Requirement
To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: ECO, POL, PSY, SOC, ANT.

Minor in History
A History minor requires a total of 15 credits of History courses numbered 100 or above including History 100.

History Courses

HIS 1 History of Civilizations to 1500
The evolution of civilization in Africa, the Americas, Asia, the Middle East and Europe until the voyages of discovery. Emphasis is placed on the growth of independent cultural traditions and diffusion of ideas, institutions and peoples.
Credits: 3
All Sessions

HIS 2 History of Civilizations Since 1500
The evolution of civilizations from the voyages of discovery through the scientific, political and industrial revolutions to the present. Emphasis is placed on the interaction of the Western and non-Western worlds.
Credits: 3
All Sessions

HIS 101 The American Experience
A survey of the growth and development of the United States from colonial dependence to superpower. Themes emphasized include Native American, English, Spanish and African legacies; slavery and racism; and industrialization, urbanization and reform movements. Lectures and discussions, highlighted with videos. This is a designated Writing Across the Curriculum (WAC) course.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 Bivernually

HIS 103 The Colonial Period in American History
An examination of cultural and institutional developments in Colonial America, tracing roots in Europe and Africa, from Colonial times to causes, conduct and consequences of the Revolution.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 On Occasion

HIS 104 The American Frontier 1830-1914
An analysis of the social, political and economic aspects of the western frontier of the United States from the Indian Removal Act of 1830 to World War I, concluding with a look at the beginnings of American overseas expansion. Topics covered include territorial acquisitions; the impact of expansion on Native American life and culture; issues of race, ethnicity and gender; industrial and political developments; violence and labor conflicts; and the nature of American imperialism.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 On Occasion

HIS 105 American Intellectual History
An examination of American ideas and values from the Colonial era to the present. An examination of the main currents, including Puritanism, the Enlightenment, revolution, Romanticism, Darwinism, the rise of relativism and determinism, and present-day directions.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 On Occasion

HIS 107 The Gilded Age and the Progressive Era in America
An examination of America's transition from an agricultural, rural and relatively homogeneous nation to one that is industrialized, urban and ethnically diverse. Topics covered include the processes of industrialization and urbanization; the role of immigration, race, class, ethnicity and gender; the impact of politics, corruption and reform movements.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 On Occasion

HIS 108 The United States in the Twentieth Century
An examination of political, economic and cultural aspects of American life since the rise of the United States to world power: the Great Depression, the New Deal, the Fair Deal, the two world wars, and the Cold War era and its passing. The turbulent 1960s, including the Civil Rights movement, and the antiwar movement.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 Rotating Basis

HIS 109 Depression and Wartime America as Reflected in the Hollywood Film
Political, economic and social developments during the Great Depression in America and the course taken by the United States from neutrality to reluctant belligerency and, finally, to war. Lectures supplemented by Hollywood films.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 On Occasion

HIS 114 American Social History to 1890
The evolution of basic American social institutions; the delicate balance between social order and conflict; the transplantation of peoples and their cultures. The focus is on family, race, gender, religion, culture, education, sports and community organizations.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 On Occasion

HIS 115 American Social History Since 1890
A continuation of the themes of History 114 in America since 1890.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 On Occasion

HIS 116 African-American History
The history of the black people of America from their African origins to the present, stressing themes of accommodation, protest and self-determination.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 Rotating Basis

HIS 117 The United States in the 1960s
The tumultuous decade of the 1960s in the United States: the Civil Rights struggle, the women's liberation movement, the New Left, the counterculture, and the largest youth rebellion in American history.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
Credits: 3 On Occasion

HIS 120 The Middle Ages
Europe from the last centuries of the Roman Empire through the fourteenth century. The origin and development of attitudes and institutions characteristic of the Medieval period, including feudalism and the emergence of centralized government, the organization and spiritual mission of the church, commerce and the guild system, the place of women and children in society, and art and architecture.
The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.
A survey of European history from the Thirty Years War to the French Revolution, stressing forces promoting political, social and intellectual change in Europe itself while consolidating a system of colonial control and forced labor abroad. The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Rotating Basis

HIS 125 The Western Impact on the World 1789-1914
A study of the impact of the influence of the French and Industrial revolutions on European politics and society, with special emphasis on new ideologies and new class relationships, and the accompanying impact of European commercial dominance and imperial control of Asia and Africa. The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Rotating Basis

HIS 126 European Civilization in the Twentieth Century
A brief survey of the period of the two world wars and the rise of fascism and communism followed by a closer look at European society since 1945: the politics of the Cold War, economic recovery and evolution of the European Economic Community in the West, economic stagnation and political repression in the East, and the collapse of communism and the breakup of the Soviet Union. The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Rotating Basis

HIS 131 Historical Development of the European Economy
An analysis of the development of the Western European economy in comparative perspective, emphasizing the nineteenth and twentieth centuries. Precapitalist economic developments, the creation of the European world system, the Industrial Revolution, the rise and transformation of a business economy, the impact of war and the economics of a postindustrial society are discussed. (Same as History 131.)

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
On Occasion

HIS 133 Modern Britain
A survey of the rise and decline of the first industrial society, focusing on the social and political changes stemming from the Industrial Revolution to the eighteenth century, the subsequent decline of economic preeminence, the advent of socialism and the welfare state, and the economic and political malaise of contemporary Britain.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
On Occasion

HIS 141 The Ancient World
A survey of the history of the Ancient World from the earliest civilizations of Egypt and Mesopotamia to the decline of the Roman Empire, with particular reference to the emergence of government and society, the spread of commerce, the place of art and architecture in public and private life, and the various roles of women. The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Rotating Basis

HIS 142 East Asia The Modern Period
Traces the history of China, Japan and Korea from the period of extended Western contact from 1650 to the present. Includes such topics as the rise of nationalism and communism, the entry of East Asia into the family of nations, and the transformation of the traditional social structures that has accompanied the process of modernization.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Biannually

HIS 145 Early African Civilization
The history of Africa before the European presence. The development of states and cultural change in Africa: ancient Egypt, Kush, Ethiopia, North African empires, and kingdoms and empires south of the Sahara.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Rotating Basis

HIS 146 Topics in African History
Identity of Africa viewed through the perspective of environment and resources, trade and empire, tradition and jihad, colonizer and colonized, tribe and nation, colonial and neocolonial.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
On Occasion

HIS 147 The History of Russia
A panoramic view of Mother Russia, from Viking origins to the present. Major domestic developments and foreign relations from the time of Peter the Great to Boris Yeltsin, with emphasis on the causes and consequences of revolution.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
On Occasion

HIS 156 History of Puerto Rico and the Caribbean
A brief look at Arawak and Carib society, followed by a study of the establishment of the colonial institutions resting on a one-crop economy in Puerto Rico and other islands of the Caribbean.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
On Occasion

HIS 157 History of Latin America
A survey of the history of Latin America, including both the colonial and the national periods.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Rotating Basis

HIS 158 American Foreign Relations Since 1789
A survey of U.S. diplomatic history from 1789 to the present - the rise of the United States from thirteen Atlantic states into a transcontinental nation and global super power. Topics include the Revolutionary War; continental expansion; the Mexican War; late nineteenth-century imperialism; the Spanish-American-Cuba-Filipino War; Woodrow Wilson and World War I; 1920s unilateralism; FDR and World War II; the Cold War; Third World nationalism and U.S. interventions; the Vietnam War; and the Middle Eastern crisis.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Rotating Basis

HIS 159 History of the Contemporary World
Survey of the contours and patterns of an emerging global civilization: World War II and the eclipse of Europe; the collapse of the colonial empires and the emergence of the Third World; ideology, politics and social forces in the new states of Asia and Africa; the strategies and failures of the superpowers; the growing tensions between the industrialized and non-industrialized sectors of the world.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
On Occasion

HIS 164 Women in History
The roles of women in the development of Western and non-Western societies from ancient times to the present, focusing on political participation, cultural creativity and discrimination.

The prerequisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3
Rotating Basis

HIS 165 The Family, Sex, and Marriage in Modern History
An examination of the major developments in the
evolution of the family in Europe and America over the past 500 years. Topics include birth rates, illegitimacy, family size, health, education and old age. Special attention is given to changing patterns of affectional relationships. In addition, the student is introduced to basic demographic concepts used in the historical analysis of the family. Extensive use of visual materials.

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

| Credits: 3 |
| On Occasion |

### HIS 166 The City in Modern History

A comparative study of the city in Western Europe and the United States from the seventeenth century to the present, with particular attention to the effect of industrialization and immigration. Emphasis on innovations in urban design and planning and the impact of technology and the general culture on urbanization.

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

| Credits: 3 |
| On Occasion |

### HIS 167 War in Modern Society

Selected topics in the military history of the modern world: the development and social composition of professional armies; the democratization and industrialization of war; the impact of technology on strategy, tactics, and the limits on the permissible in war; armies and revolution; colonial warfare; decisions on the battlefield.

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

| Credits: 3 |
| On Occasion |

### HIS 170 Women, Children and the State

An examination of the increasing intervention of local and federal agencies, as well as of private organizations, in the lives of poor women and children from the nineteenth century to the present. Topics covered include shifting theories about poor relief; urban reform and the development of scientific charity, social work and settlement houses; and the origins of the welfare state.

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

| Credits: 3 |
| On Occasion |

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

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

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

| Credits: 3 |
| Rotating Basis |

### HIS 176 Psychohistory

An interdisciplinary approach to the meaning of history using psychological and psychoanalytical techniques as well as historical methodology. The fundamental paradigms of the history of childhood, group fantasy and fantasy analysis, psychobiography, and the ideas of deMause, Mazzini, Erikson and Bion are examined.

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

| Credits: 3 |
| On Occasion |

### HIS 180 Culture and Society in Humor

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

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

| Credits: 3 |
| On Occasion |

### HIS 190 Colloquium

Reading and group discussion of specially selected books of major historical importance. Emphasis on new interpretations. May be repeated for credit if subject matter differs. Three credits per semester.

Prerequisite: Nine credits of advanced work in History. Offered as a tutorial with department approval.

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

| Credits: 3 |
| On Demand |

### HIS 193 Social Science Research Seminar

For juniors and seniors majoring in the Social Sciences of the Humanities and planning on graduate school. Under personal supervision, students work on individual research projects. Class discussions of the progress of each member's work to learn the methods of social science research, and the process of selecting, defining and completing a topic for use in future applications to graduate or professional school and possible publication. Research and writing skills for advanced study.

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

| Credits: 3 |
| On Demand |

### HIS 195/196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

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

| Credits: 3 |
| On Demand |

### HIS 197/198 Independent Study

Independent study enrollment requires Chair and Dean approval.

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

| Credits: 3 |
| On Demand |

### HIS 203 Special Topics

Special Topics

| Credits: 1 |
| On Demand |
Department of Political Science

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

The American Political Science Association has developed a broad description of the discipline. “Political Science,” it says, “is the study of governments, public policies and political processes, systems, and political behavior.” The profession’s subfields include American politics, political philosophy, comparative politics, international relations and a host of related fields such as policy studies, political geography, political economy, and studies of particular countries or geographic areas. Political scientists use a variety of approaches to examine the process, systems and political dynamics of all countries and regions of the world.

Students majoring in the 128-credit B.A. in Political Science degree program, must complete a 30-credit course of study. Several required courses introduce students to the discipline’s traditional subfields and to different methods of analysis. There is also considerable room for student choice within the major, and the department offers ample opportunities for independent study, honors theses and internships. Students also may earn a minor in the discipline with 12 credits.

Students with expertise in the study of politics are always in great demand. Government, law, politics, business, journalism, non-profit organizations and education are broad areas of employment for Political Science students. Political Science is a favorite major for prospective lawyers, and it leads to careers in teaching, journalism and government service. Large corporations are always looking for employees with expertise in the analysis of public affairs, and organizations as different as charities, foundations, the armed forces, non-profits and police departments are eager to hire Political Science majors. A major in Political Science also can lead to careers as lobbyists, pollsters and commentaters to college professors, activists and consultants. Students eligible to graduate as Political Science majors with honors must be accepted into the Senior Honors Thesis Program (Political Science 190-191).

B.A. in Political Science

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
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<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
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</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
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<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
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<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
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<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
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<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
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</table>

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
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</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
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<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
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English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
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</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
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</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
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</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
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<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
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</table>

Philosophy Core Requirement

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<th>Description</th>
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<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
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History Core Requirement

<table>
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<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
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<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
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<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
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<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
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</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
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</tbody>
</table>

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>SPA 11</td>
<td>Introductory Spanish</td>
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</tr>
<tr>
<td>SPA 12</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 11</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 12</td>
<td>Introductory French II</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Introductory Italian II</td>
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</tr>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
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</tbody>
</table>

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SPA 11</td>
<td>Introductory Spanish</td>
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<tr>
<td>SPA 12</td>
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</table>

Foreign Language Core French

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Foreign Language Core Italian

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<tbody>
<tr>
<td>ITL 11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
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<tr>
<td>ITL 12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
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</table>

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The University:

1.00 Discovery and Change
Minor in Criminal Justice

Students in any school or department may pursue an academic minor in Criminal Justice. The minor is for students interested in entering the field of criminal justice or an associated field, including the practice of law; working for lawyers; employment in criminal courts, government agencies, and organizations related to criminal justice; social work as relating to criminal justice; and journalism involving criminal justice issues. Students, in consultation with the Political Science Department, may construct their minor to supplement and complement their major, and courses taken for the minor may be used, whenever appropriate, to satisfy elective, distribution, or major requirements.

The following courses are recommended:
- Political Science 126 - American Constitutional Law
- Political Science 129 - Civil Liberties and the American Constitution
- Political Science 130 - The American Judicial System
- Political Science 132 - The Administration of Criminal Justice
- Political Science 133 - Rights of the Accused
- Political Science 134 - Police and Public
- Political Science 139 - Prisons and Prisoners
- Political Science 173 - American Political Thought
- Sociology 127 - Deviant Behavior
- Sociology 128 - Criminology

For further information, consult the Chair of the Political Science Department.

Minor in Political Science

A Political Science minor requires 12 POL credits at or above the 100 level

Political Science Courses

POL 11 Power and Politics
An introduction to the world of politics and power, from the workplace to the United States Supreme Court. Topics include the family, the community, the evolution of the nation-state, forms of political organization, state and federal governments, the Constitution, Congress, the presidency, and other political institutions and formations.
Credits: 3

POL 120 Power in America
What is the nature of power in American society? How is it distributed? How is it used? An examination of the different theories of social, economic and political power; the interrelationships among those types of power; the role of race and culture; and the effective use of power.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

POL 121 The Legislative Process
An analysis of lawmaking at city, state and national levels. The impact of interests and constituents upon legislators is considered. Selected laws are evaluated through all stages.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

POL 122 Presidential Elections
This course will study American presidential elections to investigate the applicability of electoral realignment theory. At the end of each session we will attempt to arrive at a consensus as to whether the election in question best represented the theoretical criteria of critical election; deviating, maintaining or realigning election; or component of secular realignment.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

POL 123 Political Parties and Political Behavior
A study of the role of political parties in American government, including problems with respect to organization, finance, campaigns, issues and candidates; their relationship to the citizen-voter; and trends in recent studies on political leadership, election research and political behavior.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

POL 124 The Media and American Politics
An evaluation of the role of the media in American political life. Emphasis is on the effect of the media on leading domestic and foreign policy issues, including racism, McCarthyism, the Civil Rights Movement, Vietnam and Watergate. Media personalities who helped shape the national conscience are examined.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

POL 125 The American Presidency
A study of executive powers and decision making; leadership and the electoral process; and the relationship of the President to pressure groups, political parties and the states.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

POL 127 Women in 20th Century American Politics
An analysis of the emergence and development of women as a force in contemporary American politics. Political participation, voting behavior and other areas will be considered.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

POL 130 The American Judicial System
A study of the function, structure and decision-making process in federal and state courts.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credites: 3
On Occasion

POL 132 Administration of Criminal Justice
A study of the agencies that play significant roles in determining the reality of criminal justice in the United States. Topics include crime statistics, the police, criminal courts, correctional institutions, juvenile justice, organized crime, crimes without victims, and conflicting evaluations of American systems of administering criminal justice. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 144 State and Local Government
A study of the structure and operation of departments, legislatures and courts. City-state relations and the nature of federalism are considered, along with the roles of mayors, governors, interest groups and unions. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 146 The Politics of the Civil Rights Movement
An examination of the politics of democratic leadership, with special emphasis on the evolution of the American Civil Rights Movement. Special emphasis is placed on the relationship between Martin Luther King and the movement he led. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 147 The Dynamics of Political Leadership
An exploration of the broad range of political leadership in communities, countries and the world, with a particular eye to identifying critical elements in the relationship between leaders and followers. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 148 Political Leaders and Community A Practicum
The application of the theory of group leader process to real group and leadership experiences in the community. Students use participant observation, focus group meetings and other methods to probe the group-leader dynamic in formal and informal settings. Includes participation in community organizations and interviews or meetings with community residents or leaders who take action on particular policy concerns. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 150 World Politics
Introduction to the systematic study of international relations. The nature of state behavior in the international system - its parameters, major actors, forces and patterns of conflict and cooperation - are reviewed. The major theories of international relations are examined. Cycles of "hegemonic" leadership and the origins, scope and future direction of the international system are considered. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 133 Rights of the Accused
An examination into the legal rights of persons accused of crimes. Topics include arrests, wire-tapping, searches, right to bail, stop-and-frisk laws, right to counsel, privilege against self-incrimination, right to a jury trial, and right to a fair sentence. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 134 Police and Public
A study of the origins, roles and functions of the policing system. Police and youth, minorities and the general public, departments' organization and control, and professional training and behavior are covered. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 135 Police and Public Policy
An analysis of police policy making in the United States. Current topics include: interstate relations; police and prison cooperation; the use of the international community. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 139 Prisons and Prisoners
A study of the origins and development of corrections. Myths and realities; sentencing, probation, imprisonment and parole; and prisoner rights are examined. City, state and federal systems are reviewed. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 140 Public Administration
A study of organization and management in executive departments and agencies. Topics include bureaucracy, policy formation, planning, budgeting and program implementation. Case studies illustrate administrative theories and practices. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 141 Public Administration
An introduction to the study of political economy: the interrelationships between politics and economics demonstrated by an examination of current issues, including development in the global South, economic restructuring in formerly Communist countries, foreign aid, the roles of transnational corporations, the International Monetary Fund and the World Bank, and the question of the link between democracy and free markets. A review is conducted of major theoretical approaches and methodologies. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 142 Public Administration
An introduction to the study of political economy: the interrelationships between politics and economics demonstrated by an examination of current issues, including development in the global South, economic restructuring in formerly Communist countries, foreign aid, the roles of transnational corporations, the International Monetary Fund and the World Bank, and the question of the link between democracy and free markets. A review is conducted of major theoretical approaches and methodologies. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 143 Urban Politics and Problems
A study of the urbanization process and urban institutions. Topics include ethnic, brokerage and reform politics; powers of mayors and councils; and suburbia. Critical problems, including state and federal issues, are discussed. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 145 Ethnic Politics
A survey of the role of ethnic groups in the American political system. Among the topics for analysis are ethnic roles in party organization; ethnic politicians; ethnic voting; conventional and militant ethnic organizations; ethnic issues in housing, education and employment; inter- and intra-ethnic conflict; the ethnic press; and other selected topics. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 146 The Politics of the Civil Rights Movement
An examination of the politics of democratic leadership, with special emphasis on the evolution of the American Civil Rights Movement. Special emphasis is placed on the relationship between Martin Luther King and the movement he led. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

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The application of the theory of group leader process to real group and leadership experiences in the community. Students use participant observation, focus group meetings and other methods to probe the group-leader dynamic in formal and informal settings. Includes participation in community organizations and interviews or meetings with community residents or leaders who take action on particular policy concerns. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 151 American Foreign Policy
An introduction to the sources, processes, policies, goals and debates in American foreign policy since World War II. The focus is on the globalization of American foreign policy, the development of the Cold War, and American foreign policy in the Third World. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3

POL 152 International Political Economy
An introduction to the systematic study of international relations. The nature of state behavior in the international system - its parameters, major actors, forces and patterns of conflict and cooperation - are reviewed. The major theories of international relations are examined. Cycles of "hegemonic" leadership and the origins, scope and future direction of the international system are considered. The prerequisite of POL 11, or HSS 21, or HSS 22 is required. Credits: 3
Special attention to historical antecedents, recent developments in Latin America are examined, with economic models from socialism to laissez-faire human rights struggles and experiments with reform, military coups and democracy movements. Comparative analysis is made of democratic transition theory and others is bureaucratic authoritarianism, rational choice, political culture, corporatism, dependency, concepts, approaches and methodologies in global politics.

**POL 157 Intelligence and Covert Operations in U.S. Foreign Policy**
The examination of the use of intelligence in government decision making and covert operations in U.S. foreign policy as a middle ground between diplomacy and direct military intervention. The methods of intelligence gathering, analysis and operations and the how and why policymakers decide on the option of covert action are explored, as are the tensions between secrecy and democratic accountability; foreign policy decisions and strategic choices; the role of the CIA and its key missions; espionage, counterintelligence and covert operations; and other civilian and military intelligence bodies. Case studies of covert operations are reviewed.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**POL 159 Geopolitics**
This course will introduce the basic principles behind the concept of geopolitics in order to help students gain a better understanding of the environmental and geological forces that have shaped the political, economic and social trajectories of human societies throughout recorded history. It will examine how our ongoing interaction with these forces continues to shape our world today and ask whether modern science and technology has altered this balance or if the same patterns are simply repeating themselves on a larger scale.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

**POL 161 Concepts and Theories in Comparative Politics**
A review of the basic theoretical frameworks, concepts, approaches and methodologies in comparative politics. The study of major authors, key texts and theories, including modernization, political culture, corporatism, dependency, bureaucratic authoritarianism, rational choice, democratic transition theory and others is conducted. Comparative analysis is made of distinctive political systems and their development. The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**POL 164 Latin American Politics**
The politics of Latin America in revolution and reform, military coups and democracy movements, human rights struggles and experiments with economic models from socialism to laissez-faire capitalism. The political, social and economic developments in Latin America are examined, with special attention to historical antecedents, recent democratization processes, social and economic conditions, the role of the military, and current issues, such as the impact of globalization. The effects of American foreign policy and major theories explaining Latin American development and politics are also included.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

**POL 166 The Politics of Development**
A study of the process of modernization and development, with examples from Latin America, Africa and Asia. The relationship between politics and economics, socialism and capitalism, and peasant, intellectual and bureaucracy are examined.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**POL 167 Revolutionary Theory and Governments**
An examination of the various approaches and theories of revolution developed to explain the major political and social revolutions and upheavals of our time. Revolutions can be studied for what they reveal about the political process, the breakdown of that process, the role of the state, international and domestic factors, the function of ideology and socio-political change. The most prominent theories about revolution and an analysis of the historical/sociological and ideological elements of revolution in specific cases.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**POL 170 Classical Political Theory**
An analysis of political thought from Socrates through the Middle Ages. Special focus is on the position of the individual, authority of the state, citizenship, liberty and order.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

**POL 171 Modern Political Theory**
An exploration of political thought from Machiavelli through Marx. Questions of liberty, authority, obligation, the individual and the state are examined.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

**POL 173 American Political Thought**
An examination of American political thought with respect to constitution-making, rights, the federal union, and trends in liberalism and conservatism.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.

**POL 174 Contemporary Political Theory**
An examination of the major trends in twentieth century political theory. Focus is on democratic thought, postmodernism, feminism, theories of justice, communitarianism, and liberal individualism, among others.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**POL 175 Comparative Democratic Theory**
A contextual and theoretical study of the development and maturation of modern democratic theory. Focus is on the development and critique of rights-based democratic theory and the problems associated with theories of justice, communitarianism, feminism and others.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**POL 176 Marxism**
A historical and theoretical introduction to the work of Karl Marx and Frederick Engels. The course examines the economic, political and ideological environment in which Marxism developed; considers Marx's and Engels' work in philosophy, economic history, politics, and ideology; and evaluates the content of their activities.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

**POL 181 Contemporary Islamic Movements**
An examination of the origin, nature, influence and future of contemporary Islamic political movements.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**POL 182 The Iraq War**
This course is designed to help students understand and interpret the U.S. invasion and occupation of Iraq. The course examines a range of issues surrounding the war, including neoconservative ideology, the invasion from the perspective of Iraqis as well as other governments, the U.S. use of torture, and the impact of the war on civil liberties at home.
The prerequisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**POL 185 Seminar: Political Inquiry**
An analysis of the different ways political scientists
ask questions and study politics. Emphasis is on understanding the major theoretical frameworks in the study of politics and the application of those theories to an important research problem in politics. Open to juniors and seniors only. 
The prerequisite of POL 11, or HSS 21, or HSS 22 is required. 
Credits: 3 
Every Spring

**POL 190 Senior Honors Thesis**
A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department. Required for students wishing to graduate with honors as a Political Science major. Political Science 190 and 191 must be completed. 
The prerequisite of POL 11, or HSS 21, or HSS 22 is required. 
Credits: 3 
Every Fall

**POL 191 Senior Honors Thesis**
A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department. Required for students wishing to graduate with honors as a Political Science major. Political Science 190 and 191 must be completed. 
The prerequisite of POL 11, or HSS 21, or HSS 22 is required. 
Credits: 3 
Every Fall

**POL 195 Honors Study**
Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ration of 3.00 and a 3.25 ration in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed. 
The prerequisite of POL 11, or HSS 21, or HSS 22 is required. 
Credits: 3 
Every Spring

**POL 196 Honors Study**
Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ration of 3.00 and a 3.25 ration in their major subject, and the permission of the Chair of the Department and the

**POL 197 Independent Study/Internship**
Research associated with working assignments closely related to the student's specific courses. Students may develop internships. Requires approval of the Departmental chair and the Dean. 
The prerequisite of POL 11, or HSS 21, or HSS 22 is required. 
Credits: 3 
Every Fall

**POL 198 Independent Study/Internship**
Research associated with working assignments closely related to the student's specific courses. Students may develop internships. Requires approval of the Departmental chair and the Dean. 
The prerequisite of POL 11, or HSS 21, or HSS 22 is required. 
Credits: 3 
Every Spring

**POL 200 Series Select Topics in Political Science**
An opportunity to explore selected critical issues, problems and frontiers in political science. Topics vary from year to year. 
The prerequisite of POL 11, or HSS 21, or HSS 22 is required. 
Credits: 3 
All Sessions

**POL 201 International Organization**
An examination of the United Nations and associated international institutions. 
Credits: 3 
Every Fall and Spring
Psychologists study the organisms. Sociology examines how groups ranging from biology to sociology. "Biology is a science that studies the principles that explain human behavior and the environment and behavior" (American Psychological Association, 2003). Psychologists follow scientific methods, in which careful observation, experimentation, and analysis are used to develop and test theories through research. The field of Psychology has many subfields, including clinical, counseling, cognitive and perceptual, developmental, educational, experimental, evolutionary, and engineering psychology. Other subfields are forensic, health, neuropsychology, industrial/organizational, quantitative and measurement, rehabilitation, and, social psychology. Learn more about the field of Psychology from Careers in Psychology (apa.org/careers/resources/guides/careers.pdf) published by the American Psychological Association (apa.org).

The Psychology Department offers education and training in understanding emotions and behavior, at the undergraduate, master's and doctoral levels. The department is comprised of 16 full-time faculty members who teach at all levels of the department. Research training is available through independent study with faculty members.

The 128-credit B.A. in Psychology provides students with a broad understanding of the principles that explain human behavior and interaction. In addition to learning the content material specific to understanding why human and non-human animals behave the way they do, the degree also equips our students with much needed skills that employers in many fields need. These skills include research and writing skills, problem solving skills, and, well-developed, higher-level thinking ability as evidenced in analyzing, synthesizing, and evaluating information. As such, in addition to working directly in psychology-related fields such as counseling, and teaching, our students also find jobs in administrative support, public affairs, education, business, sales, service industries, health, the biological sciences, and computer programming. They also work as employment counselors, correction counselor trainees, interviewers, personnel analysts, probation officers, and writers. The major requires 31 credits in psychology courses, including courses in contemporary systems of psychology, statistics, and experimental design.

About the Field of Psychology
Psychology is a science that studies the behavior of both human and nonhuman animals. It is a broad discipline that examines subject matter ranging from biology to sociology. "Biologists study the structures and functions of living organisms. Sociology examines how groups function in society. Psychologists study the intersection of two critical relationships in these subject areas: one between brain function and behavior, and one between the environment and behavior." (American Psychological Association, 2003). Psychologists follow scientific methods, in which careful observation, experimentation, and analysis are used to develop and test theories through research. The field of Psychology has many subfields, including clinical, counseling, cognitive and perceptual, developmental, educational, experimental, evolutionary, and engineering psychology. Other subfields are forensic, health, neuropsychology, industrial/organizational, quantitative and measurement, rehabilitation, and, social psychology. Learn more about the field of Psychology from Careers in Psychology (apa.org/careers/resources/guides/careers.pdf) published by the American Psychological Association (apa.org).

B.A. in Psychology

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Core Seminar Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Speech Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Social Science Core Requirement - Psychology majors must take PSY 3 and three additional credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Students in the Psychology Plan May Choose One of the Following Two Options to Complete Their Science Core Requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 4</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
</tbody>
</table>
BIO 22  Biology and Modern Technology  3.00
CHM 21  Chemistry and Modern Technology  3.00
PHY 20  The Physical Universe  4.00
Mathematics Core Requirement - One course from the following
MTH 15  Mathematical Tools and Their Use  4.00
MTH 16  Finite Mathematics  3.00
Orientation Seminar Core Requirement
OS 1  The University: Discovery and Change  1.00

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.
Foreign Language Core Spanish
SPA 11  Introductory Spanish I  3.00
SPA 12  Introductory Spanish II  3.00
Foreign Language Core French
FRE 11  Introductory French I  3.00
FRE 12  Introductory French II  3.00
Foreign Language Core Italian
ITAL 11  Introductory Italian I  3.00
ITAL 12  Introductory Italian II  3.00
Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following
HLS 21  Honors Spanish  3.00
HLS 22  Honors Spanish  3.00
Foreign Language Core Honors French - A student must be in the Honors Program to take the following
HLF 21  Honors French  3.00
HLF 22  Honors French  3.00

Psychology Bachelor of Arts Major Requirements

Major Grade Point Average
2.00 Major GPA Required.

Psychology BA Core Requirements
The following three (3) courses are required, students must receive a grade of C or better in
PSY 150 to enroll in PSY 151
PSY 125  Contemporary Systems of Psychology  3.00
PSY 150  Statistics in Psychology  3.00
PSY 151  Experimental Psychology  4.00

Psychology BA Major Requirements
A minimum of six (6) upper-level Psychology courses totaling eighteen (18) credits are required
Social Science Capstone Course Requirement
SSC 223  Capstone Seminar in the Social Sciences  3.00
SSC 224  Capstone Seminar in Social Seminar

Psychology Distribution Requirement
Six credits or two courses of upper-level Biology (BIO) or Six credits or two courses of upper-level Philosophy (PHI) or Six credits or two courses of upper-level Sociology (SOC) or Six credits or two courses of upper-level Teaching & Learning (TAL)

Minor in Psychology
A Psychology minor requires 12 PSY credits at or above the 100 level, in addition to the core PSY 3 class

Psychology Courses

PSY 3 Introduction to Psychology
An introduction to the basic concepts and empirical data in the scientific study of human behavior, including a study of the bio-social basis of behavior and personality development, the measurement of individual differences, processes of learning, sensori-motor functions, social interaction, and emotional conflict and adjustment. Credits: 3 Every Semester

PSY 107 Developmental Psychology I
An examination of human development from birth through the adolescent years. Topics covered include social-emotional development and changes in intellectual functioning. Also considered are special issues such as infant care, schooling and the effects of the community on development. Not open to students who have completed Teaching and Learning 250. The prerequisite of PSY 3 or HPS 21 is required. Credits: 3 Every Semester

PSY 108 Developmental Psychology II
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. This course should be taken in the semester immediately following the semester in which Psychology 107 was completed. The prerequisite of PSY 3 or HPS 21 is required. Credits: 3 Every Semester

PSY 109 Personality
A study of the dynamics of personality adjustment, with an analysis of constitutional and environmental interaction in personal development, with some attention to different theoretical viewpoints. The prerequisite of PSY 3 or HPS 21 is required. Credits: 3 Every Semester

PSY 110 Abnormal Psychology
An examination of the significance of deviant behavior in modern life, with detailed attention to major behavior disorders such as mental deficiency, psycho-neurosis, psychosis and antisocial behavior. Individual cases are studied to illustrate general principles of causation, diagnosis, treatment and prevention, with attention to the role of the clinical psychologist. Field trips to mental hospitals may be included. Prerequisite: Psychology 109. The prerequisite of PSY 3 or HPS 21 is required. Credits: 3 Every Semester

PSY 112 Organizational Psychology
The application of psychological principles and techniques in business and industry, including standard personnel procedures and management-personnel problems. The prerequisite of PSY 3 or HPS 21 is required. Credits: 3 On Occasion

PSY 113 Social Psychology
A study of human nature and behavior as influenced by the social environment, emphasizing the relationship of culture and personality and the psychological implications of individual and group differences. The theoretical and methodological bases of applications of behavioral science to social problems are examined. The prerequisite of PSY 3 or HPS 21 is required. Credits: 3 Every Semester

PSY 115 Group Dynamics
A review of principles and research findings on interpersonal relationships and social interests in small groups as well as social institutions and culture and their applications to education, community action, and political life. The prerequisite of PSY 3 or HPS 21 is required. Credits: 3 On Occasion

PSY 116 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.

Pre-requisite of PSY 3, PSY 109 and PSY 110 are required.

Credits: 3

On Occasion

**PSY 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. Same as HUM 117.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 118 Biopsychology**

An examination of the neuro-anatomical, neuro-chemical and neuro-physiological correlates of behavior. After reviewing the structure and function of the nervous system, neural communication, and research and clinical methods, the focus is on sensory and motor systems; sleep; reproductive, emotional and ingestive behaviors; learning and memory; language; and selected mental disorders.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 119 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 of philosophy, 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.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 120 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) is also covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 121 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.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 122 Tests and Measurement**

An examination of the theory and practice of measurement, the construction and employment of tests, and the assets and deficiencies of tests and testing. May include a study of one or more commonly used psychological tests.

The pre-requisites of PSY 3 or HPS 21, and PSY 109 are required.

Credits: 3

On Occasion

**PSY 123 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 121 is recommended before this course.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 124 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.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 125 Contemporary Systems 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 bio-social 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.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

**PSY 126 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.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 127 Cognition**

A survey of the history, theories and methods of cognitive psychology. An examination is made of such topics as attention, thinking, problem solving and memory. Applications to computer systems theory are covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 128 Fieldwork in Psychology**

Students perform eight hours of supervised volunteer work per week in applied psychology in an approved community/social service agency-for example daycare center, drug abuse center, program for pregnant teenagers. In conjunction with the supervised experience, students meet as a group once a week to integrate what they are doing with the more traditional theoretical/academic work.

Prerequisite: At least 15 credits in advanced Psychology.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

**PSY 150 Statistics in Psychology**

A study of statistical concepts and techniques employed by the psychologist, including measure of central tendency, variability, relative position and association; concepts of probability and sampling; and techniques of estimation and hypothesis-testing. Prerequisite for Experimental Psychology; a grade of C or better is needed in this course in order to take Experimental Psychology.

Pre-requisites of MTH 10 or MTH 15 or MTH 16 are required.

Credits: 3

Every Semester

**PSY 151 Experimental Psychology**

A survey of the methods used in psychological research. Students learn how to design and conduct experiments, to analyze the results, and to write research reports in standard American Psychological Association format. Discussions include such issues as the use of the methods appropriate to the kind of question raised and the way research methods influence the kind of information obtained.

Pre-requisites of PSY 3 and PSY 150 are required.

Credits: 4

Every Semester

**PSY 180 Honors Professional Ethics**

This seminar discusses various theoretical and practical issues in psychology. Problems of ethics and the role of the psychologist receives particular attention. The pre-requisite of PSY 3 or HPS 21 is required.
The prerequisite of PSY 3 or HPS 21 is required.
Credits: 3

On Occasion

PSY 181 Advanced Research Design and Statistics
This course is an advanced class that assumes some knowledge of general experimental psychology and introduces students to more advanced research designing, data collection techniques and data analysis such as multivariate analysis.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 3
On Occasion

PSY 182 Honors Seminar: Working With Statistical Software
This seminar will cover the basic operations of the most commonly used computer software for statistical procedures in psychological studies. Students will get experience with basic data entry, preparation and analysis. Also, some of the more commonly used advanced procedures will be covered.
The prerequisite of PSY 3 or HPS 21 is required.
Credits: 1
On Occasion

PSY 184 Life Span Developmental Psychology
This seminar is an examination and discussion of theories and experiences of developmental processes that occur during an individual’s lifespan, from prenatal development through old age.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 3
On Occasion

PSY 185 Advanced Psychopathology
A general survey of the field of adult psychopathology. An exploration of the classification, description, etiology, and treatment of adult psychological disorders, as presented in the current edition of DSM. Includes an examination of the literature and research in the area.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 3
On Occasion

PSY 186 Honors Seminar: Working With Statistical Software
This course is an introduction to the use of statistical software for data management and analysis in psychological studies. Students will get experience with basic data entry, preparation and analysis. Includes a focus on SPSS.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 1
On Occasion

PSY 187 Seminar in Motivation and Emotion
This seminar involves a critical review of the current literature, theories and problems concerning emotions and motivation, and how they impact human behavior.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 3
On Occasion

PSY 188 Independent Study
This course 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 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.
The prerequisite of PSY 3 or HPS 21 is required.
Credits: 3
Every Fall, Spring and Summer

PSY 189 Biofeedback and Self-Regulation
Biofeedback is a psychotherapeutic modality which provides individuals with information about certain aspects of their physiological functioning as an aid in treating a variety of conditions including stress, anxiety, ANHD, headache, Reynauld’s disease, etc.
This course provides an introduction to biofeedback principles and practice and fulfills the knowledge domain requirements recommended set forth by the Biofeedback Certification Institute of America for biofeedback technicians.
The prerequisite of PSY 3 or HPS 21 is required.
Credits: 3
On Occasion

PSY 190 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.
The prerequisite of PSY 3 or HPS 21 is required.
Credits: 3
On Occasion

PSY 192 Computer Techniques
This course is an introduction to the use of statistical software for data management and analysis in psychological studies. Students will get experience with basic data entry, preparation and analysis. Includes a focus on SPSS.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 1
On Occasion

PSY 193 Seminar in Motivation and Emotion
This seminar involves a critical review of the current literature, theories and problems concerning emotions and motivation, and how they impact human behavior.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 3
On Occasion

PSY 194 Life Span Developmental Psychology
This seminar is an examination and discussion of theories and experiences of developmental processes that occur during an individual’s lifespan, from prenatal development through old age.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 3
On Occasion

PSY 195 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty.
There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 3
On Occasion

PSY 196 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty.
There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.
The prerequisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.
Credits: 3
On Occasion

PSY 197 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 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.
The prerequisite of PSY 3 or HPS 21 is required.
Credits: 3
Every Fall, Spring and Summer

PSY 198 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 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.
The prerequisite of PSY 3 or HPS 21 is required.
Credits: 3
Every Fall, Spring and Summer
Department of Sociology/Anthropology

Professor Hittman
Professors Emeriti Carden, Rosenberg
Associate Professors Hendrickson (Chair), Kim, Barton, Ali, Jiwayeji
Associate Professor Emeriti Gritzner, Harwood
Assistant Professor Emeritus Sherar
Adjunct Faculty: 8

Sociology and anthropology are allied social science fields. Dedicated to exploring the fact that every aspect of our identity is shaped by our relationships with others, these disciplines help us to understand ourselves, the people around us and those whose ways of living are different from our own. Sociologists and anthropologists produce research that influences local, national and international policy-making.

Central to the interests of sociologists are inequality; race; gender and ethnic relations; poverty; globalization; and social institutions like the family, religion, government and business. Anthropologists address many of the same issues but with a cross-cultural approach and a stronger focus on ritual, language and symbolism. Anthropologists also bring prehistory and the place of human beings as primates into our understanding of what it means to be human. Both sociology and anthropology take a scientific approach to understanding human social behavior. While sociologists have historically relied more on statistical analysis, anthropologists have developed a distinctive method, ethnography, which involves immersion in the languages and cultures of others.

This joint degree fosters the intellectual and personal growth necessary to make us more flexible, analytical and tolerant human beings. These qualities are always in demand and are essential to working and living in an ever-more complex world.

All of the Department's full-time faculty members hold Ph.D.s and have conducted field research in various regions around the world, bringing a global awareness to everything they teach. They are active scholars who publish and do research in addition to teaching and contributing to campus and university life.

For almost a century, sociology and anthropology have been seen as indispensable learning for anyone who wants to build a career working with people. Understanding human diversity is essential in today's world, and sociology and anthropology provide the education to understand and explain that diversity. Employers and graduate programs actively seek students who have studied liberal arts and sciences fields like sociology and anthropology. Famous students of sociology have included the Rev. Dr. Martin Luther King Jr; famous anthropology students have included Johnetta Cole (former President of Spelman College) and Yo-Yo Ma. Their accomplishments reflect the unlimited range of careers that can start with a degree in these fields. Our graduates go on to work and obtain graduate degrees in government, human and social services, education and outreach, public and business administration, non-profit management, advertising, ministry, the arts and market research.

**B.A. in Sociology-Anthropology**

**Bachelor of Arts Core Requirements**

**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses are:**

- DSM 01 Developmental Skills 0.00
- DSM 09 Developmental Skills 0.00
- ENG 13 English Composition 3.00
- ENG 14 English Composition 3.00

**Bachelor of Arts Core Curriculum Requirements**

- English Composition Core Requirement - Three credits from the following
  - ENG 16 English Composition 3.00
  - ENG 16X English Composition for Nonnative Speakers 3.00

**Core Seminar Requirement**

- COS 50 Idea Of The Human 3.00

**Speech Core Requirement**

- SPE 3 Oral Communication 3.00

**English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)**

- ENG 61 European Literatures I 3.00
- ENG 62 European Literatures II 3.00
- ENG 63 American Literatures 3.00
- ENG 64 Non-Western Literatures 3.00
- HEG 21 Literature of the Human Imagination 3.00
- HEG 22 English Literature of the Human Imagination 3.00

**Philosophy Core Requirement**

- PHI 61 Philosophical Explorations I 3.00
- PHI 62 Philosophical Explorations II 3.00

**History Core Requirement**

- HIS 1 History of Civilizations to 1500 3.00
- HIS 2 History of Civilizations Since 1500 3.00

**Social Science Core Requirement**

- ANT 4 Physical Anthropology 3.00
- ANT 5 Cultural Anthropology 3.00
- ECO 1 Introduction to Economics 3.00
- ECO 2 Introduction to Economics 3.00
- HSS 21 Civilization and Social Institutions 3.00
- HSS 22 Civilization and Social Institutions 3.00
- POL 11 Power and Politics 3.00
- PSY 3 Introduction to Psychology 3.00
- SOC 3 Introduction to Sociology 3.00

**Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)**

- ART 61 Introduction to Visual Art 3.00
- DNC 61 Dance Through Time 3.00
- HAR 21 Art, Music, and Dance in Social Context 3.00
- HAR 22 Art, Music, and Dance in Social Context 3.00
- MUS 61 Music and Culture 3.00
- THE 61 The Theatrical Vision 3.00

**Science Core Requirement**

- BIO 22 Biology and Modern Technology 3.00
- CHM 21 Chemistry and Modern Technology 3.00
- PHY 20 The Physical Universe 4.00

**Mathematics Core Requirement - One course from the following**

- MTH 15 Mathematical Tools and Their Use 4.00
- MTH 16 Finite Mathematics 3.00

**Orientation Seminar Core Requirement (waived for transfer students)**

- OS 1 University: Discovery and Change 1.00
credits at or above the 100 level, in addition to a core ANT 4 or 5 course.

Anthropology Courses

ANT 4 Physical Anthropology
The most recent findings of primate ethology are combined with fossil discoveries by physical anthropologists and archaeologists for a comprehensive survey of human origins in Africa and human prehistoric development from six million years ago to the rise of civilization.
Credits: 3
On Occasion

ANT 5 Cultural Anthropology
An introduction to the anthropological concept of culture as species-specific behavior: the invention and use of symbols; cultural processes such as innovation, diffusion, tradition and boundary-maintaining identity mechanisms; the use of the comparative method in examining cross-cultural commonalities and differences; the problem of cultural relativism. Case studies are drawn from a variety of cultures worldwide. Selected topics include witchcraft, magic; mana and taboo; marriage and funeral ritual; art, music and dance.
Credits: 3
Every Semester

ANT 103 Cross-Cultural Perspectives on Gender and Sexuality
How do other societies around the world define what it means to be male, female, or other? How are their views on sexuality different from Americans? This course deals with gender and sexuality from an anthropological perspective. Through film, readings and group discussions we will go around the world to look at how humans give meaning and symbolism to these issues. Topics will include the uses and limits of biology in explaining sex/gender differences; varieties of sexual experience; how gender and sexuality impact on marriage and courtship; the effects of race, class, politics and history on gender/sexual identities. The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 104 Mental Illness
A study of mental illness and its relation to group, organizational and societal conditions. Special emphasis is placed on a sociological explanation of the etiology and treatment of mental illness. The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 105 Religion and Society
An examination of some of the many forms of religion, especially world religions, such as Christianity and Buddhism, with an attempt to understand why religion is found in every society, how people define and explore the supernatural, how they employ religion in their everyday lives, how religion relates to other aspects of society, and who the major theorists of religion are.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 106 Communication in Mass Society
An overview of the interrelationships of communications and society, including an examination of the growth and change of mass media throughout the world—with special emphasis on public opinion and its effect on American society and politics. Media ethics and various attempts to make the media socially responsible are also covered.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 107 Migration
An introduction to basic issues surrounding the phenomenon of international migration, examining how immigrants adjust economically and socially to their new homes, what factors lead to people leaving their homes, and how migrants maintain ties with home even after settling abroad. Special attention is paid to gender issues, looking at how migration affects women differently than men.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 108 Youth
Social and cultural definitions of adolescence and the emergence of youth culture in America and other countries. Subjects include fashion, music, delinquency and the rites of passage that transform the young into functioning adult members of their communities.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 109 Social Movements
Analysis of cults and messianic and revolutionary movements inspired by prophets and leaders; the nature of charisma and prophecy; and social circumstances giving rise to social movements, as well as their success or failure.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

ANT 110 Inequality
This course explores the causes and consequences of inequality, within and between societies, as well
as theories that attempt to explain its rise and persistence. Students examine the social distribution of inequality, along with its personal and societal consequences. The key dimensions of inequality that are central to this course include social class, race, ethnicity, gender and age.

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

Credits: 3

ANT 121 Body/Dress/Culture

This course addresses how ways of dressing the body differ cross-culturally and historically, shaping and being shaped by critical aspects of social and cultural identity. Readings are drawn from anthropology, sociology, cultural studies and fashion history. Their goal will be to use dress as an avenue to understanding individual and group identities across cultures and back through time - to see how deep the meaning of clothing goes and what it can teach us about other human beings.

Credits: 3

On Occasion

ANT 122 Race and Ethnicity

An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions. Students are required to complete a field research project.

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

Credits: 3

Every Spring

ANT 123 Urban Anthropology/Sociology

A cross-cultural study of the first cities, city-states, and cities of the Third World and theories of urbanization and the relation between urban and rural life.

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

Credits: 3

On Occasion

ANT 124 Anthropological Theory

A survey of the leading schools of cultural anthropological theory, with emphasis on their anthropological concentration.

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

Credits: 3

On Demand

ANT 125 Globalization

A multicultural approach that focuses on the global impact of nationalism, capitalism, communism, Western technology, and the world religions on societies and cultures of varying scale.

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

Credits: 3

On Occasion

ANT 126 Culture Gender and Society

A review of the search for biological and social constants of gender and an examination of culturally patterned expressions of sexuality around the world.

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

Credits: 3

On Occasion

ANT 127 Deviant Behavior

Answers the following questions: How do certain behaviors come to be defined as deviant? What are the political implications of defining deviance? What are the social processes by which individuals come to engage in deviant acts? How are social control mechanisms used to promote conformity? Topics may include sexual behavior, drug use, alcoholism, suicide and mental illness.

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

Credits: 3

On Occasion

ANT 128 Criminology

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

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

Credits: 3

On Occasion

ANT 130 Socialization/The Self and Society

An analysis of the processes by which individuals become socialized in American society and elsewhere. The course considers the way such factors as family and political orientation work, ritual, education, mythology and the media all contribute to the development of shared ideas of personhood.

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

Credits: 3

On Occasion

ANT 131 Working in a Global Economy

An investigation into the nature of work in a global world. Topics include: the effects of growing global interdependence; rapid technological changes and their impact on the organization and performance of work; job security as work migrates to other countries; changes in career paths and how workers can shape their careers; and future implications for careers and the experience of work.

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

Credits: 3

On Occasion

ANT 132 Anthropology/Sociology of the Bible

A study of Hebrew-Christian roots in Sumeria and Egypt; the rise of the Israelite Sacral League of Yahwists in Canaan and its transformation into the Davidic monarchy; prophets; apocalyptic Messianic beliefs; the origins of Christianity. An archeological, historical and linguistic examination is made of the peoples of the Hebrew and Christian Bibles, employing sociological and anthropological models and theories.

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

Credits: 3

Every Fall

ANT 133 African Cultures and Societies

An analysis of the diverse forms of sociopolitical groupings in Africa, the nature and effects of European colonialism on smaller-scale African societies and cultures, and the emergence of independent nation-states on the continent.

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

Credits: 3

Annually

ANT 134 East Asian Cultures and Societies

An investigation into the nature of work in a global world. Topics include: the effects of growing global interdependence; rapid technological changes and their impact on the organization and performance of work; job security as work migrates to other countries; changes in career paths and how workers can shape their careers; and future implications for careers and the experience of work.

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

Credits: 3

On Occasion

ANT 135 Caribbean and Latin American Cultures and Societies

A comparative survey of indigenous, diaspora, colonial and postcolonial cultures in the Caribbean and Latin America. Special topics may include creole, literacy and other language issues; migration and transnational identities; gender; poverty and socioeconomic development; African identities in the New World; and ritual and performance.
ANT 136 South Asian Cultures and Societies
An introduction to the societies and politics of India, Pakistan and Bangladesh, from British
colonialism to the emergence of modern nation-states. The course explores the major changes that
give shape to contemporary life in South Asia.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

ANT 137 Ethnography
An in-depth look at methods, theory and data involved in the production of ethnographic texts by
cultural anthropologists. Along with cross-cultural comparison of societies with respect to economy,
social organization, political structure, gender relations and similar topics, discussion focuses on
the anthropologist's role as collector, translator and interpreter and the ways in which social scientific
research reflects both the politics of its time and the ethics of doing fieldwork.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

ANT 140 Asian America
An examination of the experiences of Asians in the United States, past and present. The class explores the socioeconomic and political circumstances surrounding the successive waves of Asian immigration to the US, the restructuring of kinship ties, gender roles and generational relations in response to migration, and the ongoing negotiation of American life by both immigrant and American-born Asians.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 141 Archaeology An Introduction
An analysis of the methods and techniques employed by archeologists to discover, reconstruct
date prehistoric and historic cultures and to link human life with its recent and remote past.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 142 Native Americans Before Columbus
An archeological and ethnographic survey of the diverse native American cultures in North America
and Mexico before the European conquest: Beringia, Paleo-Indians, Mound Builders, Vision Quest, Sun Dance with a concentration on selected
topics.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Every Fall

ANT 143 Native Americans Today
An examination of the devastating consequences of exploration, trade and settlement (e.g., epidemics)
that followed European expansion into North America and Mexico, the variety of Native American responses to conquest, and native Americans today.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 144 Drugs and Society
An examination of the social and cultural history and definition of "drugs" and their use and abuse in contemporary America and other cultures.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 145 Medical Sociology/Anthropology
A course uniting important themes in medical sociology/anthropology: cultural and social
definitions of illness and the experience of illness; treatment modalities, including the use of
divination, trance, exorcism and the laying-on of hands. Designed to engage students from all
disciplines, the course pays special attention to cross-cultural similarities and differences in medical
approaches to illness in non-Western peoples, as well as topics of current concern in Western culture for example, genetic engineering, AIDS and organ
transplants.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 146 Shamanism and Witchcraft
A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo
and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites
of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how
ritual helps to explain suffering, death and misfortune, to promote morality and heighten
social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance
for marginalized and oppressed people.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 147 Islamic Societies
The central aim of this course is to introduce students to basic issues surrounding the lived
experiences of Muslims in different social settings around the world. We start with the notion that
the meaning of being Muslim is variable over time and place, dependent on the particular context in
which Muslims live. We will examine in detail variations in religious and cultural practices,
patterns of gender inequality, and critiques of the structuration of Muslim social realities by other
Muslims.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 148 Non-Human Primates
Studies in non-human primates-pre-monkeys, monkeys and apes-and the ways in which culture
and gender have influenced their study. Topics may include the stories of King Kong, Tarzan, and the
Ramayana; the works of Leakey's girls (Jane
Goodall, Dian Fossey, Burite Galdikas); medical
and pharmaceutical research involving primates; and the dangers affecting the survival of non-
human primates. Illustrative films used.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 149 Ethnography
An in-depth look at methods, theory and data involved in the production of ethnographic texts by
cultural anthropologists. Along with cross-cultural comparison of societies with respect to economy,
social organization, political structure, gender relations and similar topics, discussion focuses on
the anthropologist's role as collector, translator and interpreter and the ways in which social scientific
research reflects both the politics of its time and the ethics of doing fieldwork.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

ANT 152 Folklore
A survey of folktales, myths, legends, ballads, folk
songs, jokes, riddles, the blues, rapping and so on. Diverse
forms, functions and interpretations of oral
literature around the world are examined.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 153 Islamic Societies
The central aim of this course is to introduce students to basic issues surrounding the lived
experiences of Muslims in different social settings around the world. We start with the notion that
the meaning of being Muslim is variable over time and place, dependent on the particular context in
which Muslims live. We will examine in detail variations in religious and cultural practices,
patterns of gender inequality, and critiques of the structuration of Muslim social realities by other
Muslims.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 154 Medical Sociology/Anthropology
A course uniting important themes in medical sociology/anthropology: cultural and social
definitions of illness and the experience of illness; treatment modalities, including the use of
divination, trance, exorcism and the laying-on of hands. Designed to engage students from all
disciplines, the course pays special attention to cross-cultural similarities and differences in medical
approaches to illness in non-Western peoples, as well as topics of current concern in Western culture for example, genetic engineering, AIDS and organ
transplants.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 155 Non-Human Primates
Studies in non-human primates-pre-monkeys, monkeys and apes-and the ways in which culture
and gender have influenced their study. Topics may include the stories of King Kong, Tarzan, and the
Ramayana; the works of Leakey's girls (Jane
Goodall, Dian Fossey, Burite Galdikas); medical
and pharmaceutical research involving primates; and the dangers affecting the survival of non-
human primates. Illustrative films used.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 156 Drugs and Society
An examination of the social and cultural history and definition of "drugs" and their use and abuse in contemporary America and other cultures.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 157 Islamic Societies
The central aim of this course is to introduce students to basic issues surrounding the lived
experiences of Muslims in different social settings around the world. We start with the notion that
the meaning of being Muslim is variable over time and place, dependent on the particular context in
which Muslims live. We will examine in detail variations in religious and cultural practices,
patterns of gender inequality, and critiques of the structuration of Muslim social realities by other
Muslims.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 158 Native Americans Today
An examination of the devastating consequences of exploration, trade and settlement (e.g., epidemics)
that followed European expansion into North America and Mexico, the variety of Native American responses to conquest, and native Americans today.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 159 Shamanism and Witchcraft
A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo
and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites
of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how
ritual helps to explain suffering, death and misfortune, to promote morality and heighten
social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance
for marginalized and oppressed people.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion
ANT 160 Popular Culture
An introductory survey of the study of popular culture. Drawing on recent work in contemporary cultural anthropology, the course examines race, sex and class dynamics and their intersection with issues in popular culture on a variety of topics and in different world regions, with special attention to music, dance, and film in the U.S. and the Caribbean.
The prerequisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Every Spring

ANT 161 Sociology Of Sport
An investigation into and analysis of the significance of sports as social phenomena. Readings and discussions go beyond scores, statistics, standings and personalities to focus on the “deeper game” associated with sports, the game through which sports become an integral part of the social and cultural worlds in which people live.
The prerequisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

ANT 163 Asian Capitalisms
An examination of Asian capitalisms
The prerequisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 165 Art, Culture and Society
An investigation into the relationship between art and the cultures and societies of the people that produce it. The course explores the meaning of Art in different social and cultural contexts, the use and production of art in daily and ritual life, and the political and performative potential of artistic forms. Music and dance, masks and pottery, cloth and carvings, altars and architecture, for example, are explored in their social and cultural settings. The particular traditions/genres studied will vary with the expertise of occasional guest teachers/artists.
The prerequisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 167 The Science of Shopping and the Culture of Consumption
Is consumer behavior ubiquitous in the ‘flat’ world and how do class, gender, and race/ethnicity variables add additional understanding to this phenomenon? This course will explore these questions as we employ sociological and anthropological analysis to study the "Culture of Consumption"- why people shop, how people shop and why people shop. In our readings we will consider the answers given by distinguished thinkers like Pierre Bourdieu, Theodor Adorno, Peter Farb, and George Armelagos as well as theorists and researchers including Paco Underhill and Robert Cialdini. Topics may include: construction of identity; social labeling and typing; production of desire through advertising, mass media and pop culture. Field trips to diverse shopping sites along with ethnographic exercises and critical analysis will be incorporated into the course.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 168 Ethnic Entrepreneurship
The goal of this course is to provide students with a survey of intellectual thought on the subject of entrepreneurship. Soc/Ant 168 reviews entrepreneurship from various levels of analysis: the individual, the organization, the industry, the organizational field, and the global perspective. Special attention will be paid to similarities and differences among diverse national, ethnic and racial groups in the USA and Asia.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 171 Asian Cinema
Special topics in the sociological analysis of the production, distribution and consumption of Asian films.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 173 African Civilizations
This course examines African civilizations from the earliest period to the age of the Atlantic Slave trade. The abandonment of a hunting and gathering way of life and the introduction of agriculture and metallurgy has been one of the major indicators of an emerging civilization. For a long time, historians believed that Western Asia was the first and only place in the Old World (Asia, Africa and Europe) to undergo such a transformation. However, recent archaeological research suggests that several areas of Africa experienced a similar transformation independently. This course will explore the nature of that transformation and how it affected Africa’s economic, political, and social development. Further, the course will examine the influence that African civilization has had on other cultures in the Old World.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 188 Meditation Workshop
This one-credit course will take an intellectual and experiential approach to learning about meditation practices used in different Buddhist traditions around the world. Readings will include short primary texts written by well-known Buddhist meditators such as Thich Nhat Hanh (e.g. Being Peace), Pema Chodron (When Things Fall Apart), and D.T. Suzuki (Zen Mind, Beginner's Mind). All students must attend a day-long workshop on campus to practice specific meditation techniques, to discuss readings and to view films. Writing assignments will ask them to compare their workshop experiences with those they have read about. The date/time/location of the course will be available in the Department of Sociology / Anthropology (8th Floor H-building) during a given semester.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 1
Annually

ANT 195 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.
The prerequisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Demand

ANT 197 Independent Study
Prerequisite: Permission of Chair of the Department and the Dean.
The prerequisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Demand

ANT 198 Independent Study
Prerequisite: Permission of Chair of the Department and the Dean.
The prerequisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Demand

ANT 203 Special Topics
Special Topics
Credits: 1
On Demand

Sociology Courses

SOC 1 Professional Development
An integrative seminar offered to students during or immediately after their cooperative education placement or supervised fieldwork internship. It introduces them to the culture of the workplace, helps them assess the level of their performance, and provides them with an analytical framework within which to relate the practical world of
professional work to the theoretical world of academic learning. Students in all majors and in all kinds of field placements join in a cross-disciplinary approach to experience-enriched education. Scholarship support is available for qualified registered applicants. A prerequisite for advanced field placements.

Credits: 3
Every Fall, Spring and Summer

**SOC 3 Introduction to Sociology**
An examination of society's cultural framework; society as a social order; the ways social institutions channel human behavior; the processes of socialization, role prescriptions and identity development; and deviance, conflict and change.

Credits: 3
Every Fall, Spring and Summer

**SOC 103 Cross-Cultural Perspectives on Gender and Sexuality**
How do other societies around the world define what it means to be male, female, or other? How are their views on sexuality different from Americans? This course deals with gender and sexuality from an anthropological perspective. Through film, readings and group discussions we will go around the world to look at how humans give meaning and symbolism to these issues. Topics will include the uses and limits of biology in explaining sex/gender differences; varieties of sexual experience; how gender and sexuality impact on marriage and courtship; the effects of race, class, politics and history on gender/sexual identities.

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

**SOC 104 Mental Illness**
A study of mental illness and its relation to group, organizational and societal conditions. Special emphasis is placed on a sociological explanation of the etiology and treatment of mental illness.

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

**SOC 105 Religion and Society**
An examination of some of the many forms of religion, especially world religions, such as Christianity and Buddhism, with an attempt to understand why religion is found in every society, how people define and explore the supernatural, how they employ religion in their everyday lives, how religion relates to other aspects of society, and who the major theorists of religion are.

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

**SOC 106 Communication in Mass Society**
An overview of the interrelationships of communications and society, including an examination of the growth and change of mass media throughout the world-with special emphasis on public opinion and its effect on American society and politics. Media ethics and various attempts to make the media socially responsible are also covered.

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

**SOC 107 Migration**
An introduction to basic issues surrounding the phenomenon of international migration, examining how immigrants adjust economically and socially to their new homes, what factors lead to people leaving their homes, and how migrants maintain ties with home even after settling abroad. Special attention is paid to gender issues, looking at how migration affects women differently than men.

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

**SOC 108 Youth**
Social and cultural definitions of adolescence and the emergence of youth culture in America and other countries. Subjects include fashion, music, delinquency and the rites of passage that transform the young into functioning adult members of their communities.

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

**SOC 109 Social Movements**
Analysis of cults and messianic and revolutionary movements inspired by prophets and leaders; the nature of charisma and prophesy; and social circumstances giving rise to social movements, as well as their success or failure.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

**SOC 110 Inequality**
This course explores the causes and consequences of inequality, within and between societies, as well as theories that attempt to explain its rise and persistence. Students examine the social distribution of inequality, along with its personal and societal consequences. The key dimensions of inequality that are central to this course include social class, race, ethnicity, gender and age.

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

**SOC 111 Social Research**
A general introduction to the methods used in designing, carrying out and analyzing social research. The goal is to enable students to conduct small-scale studies and to be intelligent consumers of research. Qualitative and quantitative approaches, including the use of the computer, are explained.

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

**SOC 112 Race and Ethnicity**
An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions. Students are required to complete a field research project.

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

**SOC 113 Urban Anthropology/Sociology**
A cross-cultural study of the first cities, city-states, and cities of the Third World and theories of urbanization and the relation between urban and rural life.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

**SOC 116 Sociological Theory**
A review of the contributions of major sociological theorists to the analysis of social change (social classes, economics/technology, ideas); social order (collective agreements, force); the relationship between the individual and society (nature, nurture, social responsibility, free will).

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

**SOC 118 Social Class and Mobility**
The phenomena of social ranking, social mobility and the distribution of opportunities, with particular attention to American society.

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

**SOC 119 Marriage and the Family**
A consideration of contemporary families - a new diversity. Responses to economic shifts, modern
technology, and new male and female roles are examined. Forms of childrearing are scrutinized. Old problems in new forms, violence and breakup - are looked at. The question of who is responsible for the family is discussed.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

SOC 121 Body/Dress/Culture
This course addresses how ways of dressing the body differ cross-culturally and historically, shaping and being shaped by critical aspects of social and cultural identity. Readings are drawn from anthropology, sociology, cultural studies and fashion history. Their goal will be to use dress as an avenue to understanding individual and group identities across cultures and back through time - to see how deep the meaning of clothing goes and what it can teach us about other human beings.
Credits: 3
On Occasion

SOC 125 Globalization
A multicultural approach that focuses on the global impact of nationalism, capitalism, communism, Western technology, and the world religions on societies and cultures of varying scale.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 126 Culture Gender and Society
A review of the search for biological and social constants of gender and an examination of culturally patterned expressions of sexuality around the world.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 127 Deviant Behavior
Answers the following questions: How do certain behaviors come to be defined as deviant? What are the political implications of defining deviance? What are the social processes by which individuals come to engage in deviant acts? How are social control mechanisms used to promote conformity? Topics may include sexual behavior, drug use, alcoholism, suicide and mental illness.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 128 Criminology
An examination of crime in modern society; the extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 130 Socialization/ The Self and Society
An analysis of the processes by which individuals become socialized in American society and elsewhere. The course considers the way such factors as family and political orientation work, ritual, education, mythology and the media all contribute to the development of shared ideas of personhood.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 131 Working in a Global Economy
An investigation into the nature of work in a global world. Topics include: the effects of growing global interdependence; rapid technological changes and their impact on the organization and performance of work; job security as work migrates to other countries; changes in career paths and how workers can shape their careers; and future implications for careers and the experience of work.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 132 Anthropology/Sociology of the Bible
A study of Hebraic-Christian roots in Sumeria and Egypt; the rise of the Israelite Sacral League of Yahwists in Canaan and its transformation into the Davidec monarchy; prophets; apocalyptic Messianic beliefs; the origins of Christianity.
An archeological, historical and linguistic examination is made of the peoples of the Hebrew and Christian Bibles, employing sociological and anthropological models and theories.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Every Fall

SOC 133 African Cultures and Societies
An analysis of the diverse forms of socio-political groupings in Africa, the nature and effects of European colonialism on smaller-scale African societies and cultures, and the emergence of independent nation-states on the continent.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

SOC 134 Caribbean and Latin American Cultures and Societies
A comparative survey of indigenous, diaspora, colonial and postcolonial cultures in the Caribbean and Latin America. Special topics may include creole, literacy and other language issues; migration and transnational identities; gender, poverty and socioeconomic development; African identities in the New World; and ritual and performance.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Every Fall

SOC 135 South Asian Cultures and Societies
An introduction to the societies and politics of India, Pakistan and Bangladesh, from British colonialism to the emergence of modern nation-states. The course explores the major changes that have given shape to contemporary life in South Asia.
The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

SOC 136 Native Americans Before Columbus
An introduction to the peoples and cultures of the Americas before the European conquest of the New World. The course considers the ways the indigenous societies of North America and Mexico, the variety of Native American societies and cultures, and the emergence of independent nation-states on the continent.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Alternate Years

SOC 137 Native Americans Today
An examination of the devastating consequences of exploration, trade and settlement (e.g., epidemics) that followed European expansion into North America and Mexico, the variety of Native American responses to conquest, and native American cultures today.
The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion
patterns of gender inequality, and critiques of the
which Muslims live. We will examine in detail
the meaning of being Muslim is variable over time
around the world. We start with the notion that
experiences of Muslims in different social settings
students to basic issues surrounding the lived
The central aim of this course is to introduce
On Occasion
Credits: 3
SOC 148 Medical Sociology/ Anthropology
A course uniting important themes in medical
society/anthropology; cultural and social
definitions of illness and the experience of illness;
treatment modalities, including the use of
divination, trance, exorcism and the layingon
of hands. Designed to engage students from all
disciplines, the course pays special attention to
cross-cultural similarities and differences in medical
approaches to illness in non-Western peoples, as
well as topics of current concern in Western culture
for example, genetic engineering, AIDS and organ
transplants.
The prerequisite of ANT 4, or ANT 5, or HSS 21,
or HSS 22 is required.
SOC 155 Non-Human Primates
Studies in non-human primates—monkeys,
monkeys and apes—and the ways in which culture
and gender have influenced their study. Topics may
include the stories of King Kong, Tarzan, and the
Ramayana; the works of Leakey's girls (Jane
Goodall, Dian Fossey, Birute Galdikas); medical
and pharmaceutical research involving primates;
and the dangers affecting the survival of non-
human primates. Illustrative films used.
The prerequisite of ANT 4, or ANT 5, or HSS 21,
or HSS 22 is required.
SOC 159 All About Jazz
This course will attempt to survey the African &
European (French & Spanish) origins and history
of America's greatest musical art forms: beginning in
New Orleans in the late 19th Century, and
including the diffusion of "Jazz" or "Jazz"
"syncopated/spasm" music, primarily to Chicago,
New York and Kansas City, and the West Coast
(California). This geochronological framework will
focus on the biographies of the leading artists, i.e.,
Louis Armstrong, Bix Beiderbecke, Duke Ellington,
Count Basie, Coleman Hawkins, Lester Young,
Charlie Parker, Miles Davis, John Coltrane, etc.,
as well as the delineation of the important musical
styles: ragtime, the blues, swing, bebop, and "free
jazz." The American social and cultural forces that
have shaped jazz also will be underscored: for
example Creoles and color in New Orleans; the
unions and the recording industry, Prohibition,
narcotics and organized crime; and the globalization
of jazz.
The prerequisite of ANT 4, or ANT 5, or HSS 21,
or HSS 22 is required.
SOC 160 Popular Culture
An introductory survey of the study of popular
culture. Drawing on recent work in contemporary
cultural anthropology, the course examines race, sex
and class dynamics and their intersection with
issues in popular culture on a variety of topics and
in different world regions, with special attention to
music, dance, and film in the U.S. and the
Caribbean.
The prerequisite of ANT 4, or ANT 5, or HSS 21,
or HSS 22 is required.
SOC 161 Sociology of Sport
An investigation into and analysis of the
significance of sports as social phenomena. Readings and discussions go beyond scores,
statistics, standings and personalities to focus on
the "deeper game" associated with sports, the game
through which sports become an integral part of
the social and cultural worlds in which people live.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is
required.
SOC 165 Art, Culture and Society
An investigation into the relationship between art
and the cultures and societies of the people that
produce it. The course explores the meaning of Art
in different social and cultural contexts, the use and
production of art in daily and ritual life, and the
political and performative potential of artistic
forms. Music and dance, masks and pottery, cloth
and carvings, altars and architecture, for example,
are explored in their social and cultural settings.
The particular traditions/genres studied will vary
with the expertise of occasional guest
SOC 167 The Science of Shopping and the
Culture of Consumption
Is consumer behavior ubiquitous in the 'flat' world
and how do class, gender, and race/ethnicity
variables add additional understanding to this
phenomenon? This course will explore these
questions as we employ sociological and
anthropological analysis to study the "Culture of
Consumption"—why people shop, where people
shop and how people shop. In our readings we will
consider the answers given by distinguished
thinkers like Pierre Bourdieu, Theodor Adorno,
Peter Farb, and George Armelagos as well as
theorists and researchers including Paco Underhill
and Robert Cialdini. Topics may include:
construction of identity, social labeling and typing;
production of desire through advertising, mass
media and pop culture. Field trips to diverse
shopping sites along with ethnographic exercises
and critical analysis will be incorporated into the
course.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is
required.
SOC 168 Ethnic Entrepreneurship
The goal of this course is to provide students with a
survey of intellectual thought on the subject of
entrepreneurship. Soc/Ant 168 reviews
entrepreneurship from various levels of analysis:
the individual, the organization, the industry, the
organizational field, and the global perspective.
Special attention will be paid to similarities and
differences among diverse national, ethnic and
racial groups in the USA and Asia.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 171 Asian Cinema
Special topics in the sociological analysis of the production, distribution and consumption of Asian films.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 173 African Civilizations
This course examines African civilizations from the earliest period to the age of the Atlantic Slave trade. The abandonment of a hunting and gathering way of life and the introduction of agriculture and metallurgy has been one of the major indicators of an emerging civilization. For a long time, historians believed that Western Asia was the first and only place in the Old World (Asia, Africa and Europe) to undergo such a transformation. However, recent archaeological research suggests that several areas of Africa experienced a similar transformation independently. This course will explore the nature of that transformation and how it affected Africa's economic, political, and social development. Further, the course will examine the influence that African civilization has had on other cultures in the Old World.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

SOC 181 Africa Forum Event
Same as ANT 181.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 1
Annually

SOC 188 Meditation Workshop
This one-credit course will take an intellectual and experiential approach to learning about meditation practices used in different Buddhist traditions around the world. Readings will include short primary texts written by well-known Buddhist meditators such as Thich Nhat Hanh (e.g., Being Peace), Pema Chodron (When Things Fall Apart), and D.T. Suzuki (Zen Mind, Beginner's Mind). All students must attend a daylong workshop on campus to practice specific meditation techniques, to discuss readings and to view films. Writing assignments will ask them to compare their workshop experiences with those they have read about. The date/time/location of the course will be available in the Department of Sociology / Anthropology (8th Floor H-building) during a given semester.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 1

Annually

SOC 195 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in Sociology, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Demand

SOC 197 Independent Study
Prerequisite: Permission of Chair of the Department and the Dean.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Demand

SOC 198 Independent Study
Prerequisite: Permission of Chair of the Department and the Dean.
The prerequisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Demand

SOC 203 Special Topics
Special Topics
Credits: 1
On Demand
Brooklyn Campus

Social Science

The Division of Social Science, with the approval of the Director of the Division, offers an A.A. degree in Social Science, and interdisciplinary Bachelor of Arts and Bachelor of Science degrees in Social Science.

A.A. in Social Science

Associate Degree Requirements

To qualify for the associate degree in Applied Science or in Arts, students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade-point average and satisfy the following requirements:

Conolly College of Liberal Arts and Science Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

- DSM 01 Developmental Skills (to be determined by proficiency requirements) 0.00
- DSM 09 Developmental Skills (to be determined by proficiency requirements) 0.00
- ENG 13 English Composition 3.00
- ENG 14 English Composition 3.00

Conolly College of Liberal Arts and Science Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - One course

- ENG 16 English Composition 3.00
- ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement - 3 credits

- COS 50 Idea Of The Human 3.00

Speech Core Requirement - 3 credits

- SPE 3 Oral Communication 3.00

English Literature Core Requirement - 6 credits

- ENG 61 European Literatures I 3.00
- ENG 62 European Literatures II 3.00
- ENG 63 American Literatures 3.00
- ENG 64 Non-Western Literatures 3.00
- HEG 21 Literature of the Human Imagination 3.00
- HEG 22 English Literature of the Human Imagination 3.00

Philosophy Core Requirement - 6 credits

- PHI 61 Philosophical Explorations I 3.00
- PHI 62 Philosophical Explorations II 3.00

History Core Requirement - 6 credits

- HIS 1 History of Civilizations to 1500 3.00
- HIS 2 History of Civilizations Since 1500 3.00

Social Science Core Requirement - 6 credits

- ANT 4 Physical Anthropology 3.00
- ANT 5 Cultural Anthropology 3.00
- ECO 1 Introduction to Economics 3.00
- ECO 2 Introduction to Economics 3.00
- HSS 21 Civilization and Social Institutions 3.00
- HSS 22 Civilization and Social Institutions 3.00
- POL 11 Power and Politics 3.00
- PSY 3 Introduction to Psychology 3.00
- SOC 3 Introduction to Sociology 3.00

Communication, Visual and Performing Arts Core Requirement - 3 credits

- ART 61 Introduction to Visual Art 3.00
- DNC 61 Dance Through Time 3.00
- HAR 21 Art, Music, and Dance in Social Context 3.00
- HAR 22 Art, Music, and Dance in Social Context 3.00
- MUS 61 Music and Culture 3.00
- THE 61 The Theatrical Vision 3.00

Science Core - Students must take Plan B Science Core Plan A

- BIO 3 Life: Its Origin, Maintenance and Future 4.00
- BIO 4 Life: Its Origin, Maintenance and Future 4.00

Science Core Requirement - Plan B

- BIO 22 Biology and Modern Technology 3.00
- CHM 21 Chemistry and Modern Technology 3.00
- PHY 20 The Physical Universe 4.00

Science Core Requirement - Science Core Plan C

- BIO 3 Life: Its Origin, Maintenance and Future 4.00

Mathematics Core Requirement - One course

- MTH 15 Mathematical Tools and Their Use 4.00
- MTH 16 Finite Mathematics 3.00

Orientation Seminar Core Requirement

- OS 1 The University: Discovery and Change 1.00

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

- SPA 11 Introductory Spanish I 3.00
- SPA 12 Introductory Spanish II 3.00

Foreign Language Core French

- FRE 11 Introductory French I 3.00
- FRE 12 Introductory French II 3.00

Foreign Language Core Italian

- ITL 11 Introductory Italian I 3.00
- ITL 12 Introductory Italian II 3.00

Foreign Language Core Honors Spanish

- HLS 21 Honors Spanish 3.00
- HLS 22 Honors Spanish 3.00

Foreign Language Core Honors French

- HLF 21 Honors French 3.00
- HLF 22 Honors French 3.00

Electives

(to be determined by proficiency requirements)

Students who intend to continue on to a bachelor’s degree must reapply for admission. Students interested in an associate degree should contact the Richard L. Conolly College Dean's Office.

B.A. in Social Science

The Division of Social Science offers an interdisciplinary major leading to a Bachelor of Arts degree in Social Science. This flexible program is intended to serve students who are already established in careers or whose professional goals and personal interests require an interdisciplinary course of study.

Students are permitted into the program only with the approval of the Director of the Division and, subsequently, must be closely counseled by a faculty member in their department of concentration in order to develop a coherent and well-integrated program.

96 credits are required in the Liberal Arts and Sciences. 48 credits must be above the 100 level.

Program Model

Proficiency Courses and Core Curriculum (see below)

Area of Concentration - 30 credits
### English Literature Core Requirement - 6 credits

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
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### History Core Requirement - 6 credits

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<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
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<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
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### Social Science Core Requirement - 6 credits

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<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
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<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
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<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
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<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
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<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
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<td>HSS 22</td>
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<tr>
<td>POL 11</td>
<td>Power and Politics</td>
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<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
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<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
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### Communication, Visual and Performing Arts Core Requirement - 3 credits

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<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Science Core - Students must take Option B

**Option A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 4</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
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</tbody>
</table>

**Option B - 10 credits**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIO 22</td>
<td>Biology and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Chemistry and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 20</td>
<td>The Physical Universe</td>
<td>4.00</td>
</tr>
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</table>

**Option C**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 20</td>
<td>The Physical Universe</td>
<td>4.00</td>
</tr>
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</table>

### Mathematics Core Requirement - One course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
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### Conolly College of Liberal Arts and Sciences Bachelor of Arts Core Requirements

**Core Seminar Requirement - 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
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**Speech Core Requirement - 3 credits**

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<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
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**English Literature Core Requirement - 6 credits**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
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<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
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**Philosophy Core Requirement - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**MTH 16** Finite Mathematics | 3.00

### Orientation Seminar Core Requirement

**OS 1** The University: Discovery and Change | 1.00

### Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA 11</td>
<td>Introductory Spanish I</td>
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</tr>
<tr>
<td>SPA 12</td>
<td>Introductory Spanish II</td>
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<tr>
<td>FRE 11</td>
<td>Introductory French I</td>
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<td>FRE 12</td>
<td>Introductory French II</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
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### Foreign Language Core Non-Equivalent Transfer

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
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</tr>
<tr>
<td>HLS 22</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### B.S. in Social Science

The Division of Social Science offers an interdisciplinary major leading to a Bachelor of Science degree in Social Science. This flexible program is intended to serve students who are already established in careers or whose professional goals and personal interests require an interdisciplinary course of study. Students are permitted into the program only with the approval of the Director of the Division and, subsequently, must be closely counseled by a faculty member in their department of concentration in order to develop a coherent and well-integrated program. 64 credits are required in the Liberal Arts and Sciences. 48 credits must be above the 100 level.

**Program Model**

Proficiency Courses and Core Curriculum (see below)

### Area of Concentration - 30 credits

3-6 credits of lower-division courses in concentration

15 credits of upper-division courses in concentration

9-12 credits of upper-division courses in other departments of the Division of Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Foreign Language Core Honors Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>HLS 22</td>
<td>Honors Spanish</td>
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</table>

### Foreign Language Core Honors French

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Conolly College of Liberal Arts and Sciences Bachelor of Science Core Requirements
Conolly College of Liberal Arts and Sciences Core Curriculum Requirements

The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

The Capstone Seminar in the Social Sciences is a conference seminar required of all Social Science majors in their senior year. The seminar is an exploration and analysis of critical issues, problems and frontiers in the social sciences that allows students to apply skills and critical thinking developed throughout their years of study. Participation is limited to the top 25% of seniors in the social sciences. Students are required to do research in the discipline of their choice and to write a paper that is approved by a faculty member of the social sciences. Students are also required to present their research at a conference. The seminar is an exploration and analysis of critical issues, problems and frontiers in the social sciences that allows students to apply skills and critical thinking developed throughout their years of study. Participation is limited to the top 25% of seniors in the social sciences. Students are required to do research in the discipline of their choice and to write a paper that is approved by a faculty member of the social sciences. Students are also required to present their research at a conference.

Social Science Courses

SSC 111 Domestic Violence Conf
Conference Credits: 1 On Occasion

SSC 190 Research Seminar
Designed to encourage and assist students interested in graduate-level study in the social sciences (anthropology, economics, history, political science, psychology, sociology and urban studies). Students are required to do research in their discipline/academic major or field of graduate interest. Interaction with professors and peers exposes students to academic subjects and research techniques. Emphasis is on strengthening research and writing skills and on guidance toward the completion of a graduate-level research paper. Three credits. Prerequisite: Approval of appropriate Social Science Chair; Offered every year Credits: 3 On Demand

SSC 223 Capstone Seminar in the Social Sciences
The Capstone Seminar in the Social Sciences is a seminar that requires all Social Science majors to work together in small teams. The seminar is an exploration and analysis of interdisciplinary techniques and methods used in the social sciences. Students are required to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. Normally team taught, the seminar promotes experimentation and provides a culminating academic focus for social science majors. Course topics and themes vary from year to year. Credits: 3 Every Fall and Spring
SSC 224 Capstone Seminar in Social Seminar

The Capstone Seminar in the Social Sciences is required of all Social Science majors in their senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. Normally team taught, the seminar promotes experimentation and provides a culminating academic focus for social science majors. Course topics and themes vary from year to year.

Credits: 3
Every Fall and Spring

SSC 228 Hatha Yoga 1

Hatha Yoga is a physical practice of asanas (yoga postures). It is a balance and integration of opposites: positive/negative; active/passive; left/right. The challenging process balancing the body through the combination of movement and breath achieves balance of the mind and spirit. Thus, the primary focus of Hatha Yoga is to unite body, mind and spirit. Reading and written assignments are geared to a full understanding of this discipline. Three hours. May be taken twice for credit.

Credits: 2
Every Fall and Spring

SSC 229 Hatha Yoga 2

A continuation of Dance 111.1 with the addition of more challenging asanas. Students will keep a journal of their progress and their observations. May be taken twice for credit.

Pre-requisite of DNC 1111 is required.

Credits: 2
Every Fall and Spring

SSC 230 Ethnic Entrepreneurship

The goal of this course is to provide students with a survey of intellectual thought on the subject of entrepreneurship. Soc/Ant 168 reviews entrepreneurship from various levels of analysis: the individual, the organization, the industry, the organizational field, and the global perspective. Special attention will be paid to similarities and differences among diverse national, ethnic and racial groups in the USA and Asia.

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

Credits: 3
On Occasion

SSC 231 Honors Advanced Elective Seminar

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

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

Credits: 3
Every Semester

SSC 232 Intelligence and Covert Operations in U.S. Foreign Policy

An examination of the use of intelligence in government decision making and covert operations in U.S. foreign policy as a middle ground between diplomacy and direct military intervention. The methods of intelligence gathering, analysis and operations and the how and why policymakers decide on the option of covert action are explored, as are the tensions between secrecy and democratic accountability; foreign policy decisions and strategic choices; the role of the CIA and its key missions; espionage, counterintelligence and covert operations; and other civilian and military intelligence bodies. Case studies of covert operations are reviewed.

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

Credits: 3
On Occasion

SSC 233 Contemporary Puerto Rican Literature

Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish.

Credits: 3
On Demand

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.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3
Annually

SSC 235 Caribbean and Latin American Cultures and Societies

A comparative survey of indigenous, diaspora, colonial and postcolonial cultures in the Caribbean and Latin America. Special topics may include creole, literacy and other language issues; migration and transnational identities; gender; poverty and socioeconomic development; African identities in the New World; and ritual and performance.

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

Credits: 3
Every Fall

SSC 236 Latin American Politics

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

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

Credits: 3
Alternate Years
Minor in Asian Studies

The Asian Studies Minor Program is a twelve-credit minor program with an interdisciplinary approach to make use of the numerous courses within various departments at LIU Brooklyn. The cross-listed courses for the Asian Studies Minor Program have included those in Sociology, Anthropology, Political Science, History, Art, Dance, Media Arts, Philosophy and Economics. In addition, each student enrolled in the Asian Studies Minor must attend at least one Asia Forum, a public lecture given each semester on differing subjects having to do with the Asian Continent.

The Asian Studies Minor offers the student an addition to their diploma that many in the business community and world of higher education will find attractive in this age where the ascendance of Asia is the driving force behind major changes in a globalized economy. For a list of courses designated for the Asian Studies Minor and for advisement and further information, please contact: Professor Haesook Kim, Director - Asian Studies Program 718-246-6441 hkim@liu.edu

Minor in Latin American and Caribbean Studies

Students in any school or department may pursue an academic minor in Latin American and Caribbean Studies, an interdisciplinary field that provides students with a broad understanding of the politics, history, economics, cultures, literature and languages of an important and diverse region of the world. A cross-cultural understanding of the Latin American-Caribbean region is a valuable asset, opening a window into foreign histories and perspectives outside the U. S. experience that broaden horizons and increase marketable capabilities.

Some of the issues addressed by the program include Latin American and Caribbean politics, cultures and societies; dependency theory (which originated in the region), modernization and corporatism; class, race, gender and ethnicity; nationalism; religion (liberation theology); political and social movements, popular revolutions and socialist experiments, military coups and regimes, and human rights concepts and movements; contributions of the region to the arts (magical realism, poetry, murals, dance, music, theatre) and international law; and languages and literature.

For a list of courses designated for the Latin American and Caribbean Studies program and for advisement and further information, please contact Professor J. Patrice McSherry, Political Science Department, Room H-842; (718) 780-4105.
COMMUNICATIONS, VISUAL AND PERFORMING ARTS (DIVISION IV)

The Division of Communications, Visual and Performing Arts offers majors in visual arts, dance, journalism, media arts, music, and communication studies, with a concentration in theatre. Master of Arts and Master of Fine Arts graduate programs are offered in media arts.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

Department of Journalism and Communication Studies

Professors Bird, Engelman (Chair), Parisi Professor Emeritus Freeman
Associate Professors Bennahum, Del Collins, Greaves-Venzen, Rauch
Assistant Professors Polisar
Adjunct Faculty: 20

The study of communications is vital for our public life as a nation, our individual professional careers and our inter-personal relations. The Department of Journalism and Communication Studies enables students to master a broad range of communication theories and skills through two dynamic programs: a news-editorial and production program leading to a B.A. in Journalism and a Communication Studies program leading to a B.A. in Speech. The Journalism Program prepares students for exciting careers in print, broadcast, multi-media and online journalism as well as public relations, corporate communications and the legal profession. The Communication Studies Program empowers students to become effective communicators, resulting in improved personal relationships, greater academic success and the realization of career goals.

Journalism

The Bachelor of Arts in Journalism capitalizes on LIU’s location in the media capital of the world to prepare students for a wide variety of media careers. We offer concentrations in print and online journalism. Journalism majors have also had

foreign journalism internships in Russia, South Africa, England and India funded by the department’s Kruglak Fellowship.

B.A. in Journalism

Bachelor of Arts Core Requirements
Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
DSM 01 Developmental Skills Mathematics 01 0.00
DSM 09 Developmental Skills Mathematics 09 0.00
ENG 13 English Composition 3.00
ENG 14 English Composition 3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - One course from the following
ENG 16 English Composition 3.00
ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement
COS 50 Idea Of The Human 3.00

Speech Core Requirement
SPE 3 Oral Communication 3.00

English Language Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)
ENG 61 European Literatures I 3.00
ENG 62 European Literatures II 3.00
ENG 63 American Literatures 3.00
ENG 64 Non-Western Literatures 3.00
HEG 21 Literature of the Human Imagination 3.00
HEG 22 English Literature of the Human Imagination 3.00

Philosophy Core Requirement
PHI 61 Philosophical Explorations I 3.00
PHI 62 Philosophical Explorations II 3.00

History Core Requirement
HIS 1 History of Civilizations to 1500 3.00
HIS 2 History of Civilizations Since 1500 3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)
ANT 4 Physical Anthropology 3.00
ANT 5 Cultural Anthropology 3.00
ECO 1 Introduction to Economics 3.00
ECO 2 Introduction to Economics 3.00
HSS 21 Civilization and Social Institutions 3.00
HSS 22 Civilization and Social Institutions 3.00
POL 11 Power and Politics 3.00
PSY 3 Introduction to Psychology 3.00
SOC 3 Introduction to Sociology 3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)
ART 61 Introduction to Visual Art 3.00
DNC 61 Dance Through Time 3.00
HAR 21 Art, Music, and Dance in Social Context 3.00
HAR 22 Art, Music, and Dance in Social Context 3.00
MUS 61 Music and Culture 3.00
THE 61 The Theatrical Vision 3.00

Science Core Requirement
BIO 22 Biology and Modern Technology 3.00
CHM 21 Chemistry and Modern Technology 3.00
PHY 20 The Physical Universe 4.00

Mathematics Core Requirement - One course from the following
MTH 15 Mathematical Tools and Their Use 4.00
MTH 16 Finite Mathematics 3.00

Orientation Seminar Core Requirement
OS 1 The University: Discovery and Change 1.00

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Spanish
SPA 11 Introductory Spanish I 3.00
SPA 12 Introductory Spanish II 3.00
Foreign Language Core French
FRE 11 Introductory French I 3.00
FRE 12 Introductory French II 3.00

Foreign Language Core Italian
ITAL 11 Introductory Italian I 3.00
ITAL 12 Introductory Italian II 3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following
HLS 21 Honors Spanish 3.00
HLS 22 Honors Spanish 3.00

B.A. in Speech
The Bachelor of Arts degree helps students develop interpersonal and public communication skills in order to interact effectively within business, artistic and social environments. A major may select, as part of the 36 required credits, 6 to 9 credits in Theatre courses. Majors should consult with the Departmental Chair concerning selection of Theatre courses.

Bachelor of Arts Core Requirements

Communication Studies
The Bachelor of Arts in Speech develops human communication and performance skills that lead to self-realization, creative thinking, and problem solving. Our degree offers a concentration, for majors and non-majors, in Communication Studies, with specific curricular, extracurricular and internship programs to fit individual student needs.

Philosophy Core Requirement

Speech Core Requirement

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ART 61 Introduction to Visual Art 3.00
DNC 61 Dance Through Time 3.00
HAR 21 Art, Music, and Dance in Social Context 3.00
HAR 22 Art, Music, and Dance in Social Context 3.00
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS</td>
<td>61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
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<td>THE</td>
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<td>The Theatrical Vision</td>
<td>3.00</td>
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<td>Science Core Requirement</td>
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<td></td>
</tr>
<tr>
<td>BIO</td>
<td>22</td>
<td>Biology and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM</td>
<td>21</td>
<td>Chemistry and Modern Technology</td>
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<tr>
<td>PHY</td>
<td>20</td>
<td>The Physical Universe</td>
<td>4.00</td>
</tr>
<tr>
<td>Mathematics Core Requirement - One course from the following</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MTH</td>
<td>15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH</td>
<td>16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
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<tr>
<td>Orientation Seminar Core Requirement</td>
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</tr>
<tr>
<td>OS</td>
<td>1</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
<tr>
<td>Liberal Arts and Science Foreign Language Core Curriculum Requirements</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Must complete 6 credits in one of theforeign language disciplines listed below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language Core Spanish</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SPA</td>
<td>11</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA</td>
<td>12</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
</tr>
<tr>
<td>Foreign Language Core French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRE</td>
<td>11</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE</td>
<td>12</td>
<td>Introductory French II</td>
<td>3.00</td>
</tr>
<tr>
<td>Foreign Language Core Italian</td>
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<td></td>
<td></td>
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<tr>
<td>ITL</td>
<td>11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
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<tr>
<td>ITL</td>
<td>12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
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<tr>
<td>Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following</td>
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<td></td>
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<tr>
<td>HLS</td>
<td>21</td>
<td>Honors Spanish</td>
<td>3.00</td>
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<tr>
<td>HLS</td>
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<td>Honors Spanish</td>
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<tr>
<td>Foreign Language Core Honors French - A student must be in the Honors Program to take the following</td>
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<td></td>
<td></td>
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<tr>
<td>HLF</td>
<td>21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF</td>
<td>22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>
On Demand
Credits: 3
Coverage, violence and race. Examination of contemporary social science research and governmental findings on media, prejudice, poverty and race as reported in the mass media. Consideration of the specific legal rights and responsibilities of the journalist. Students study the changing concepts of freedom of the press, defamation, privacy, copyright, and legal shields for the vital philosophical lessons they provide. Open only to juniors and seniors or with permission of instructor.
Credits: 3
Every Spring

On Demand
Credits: 3
Pre-requisite of MA 115/ART 115 is required or permission of the instructor.

On Demand
Credits: 3
Pre-requisite of MA 115/ART 115 is required or permission of the instructor.

On Demand
Credits: 3
Pre-requisite of ENG 16 is required.

Every Spring
Credits: 3

Every Fall
Credits: 3

On Demand
Credits: 3

On Demand
Credits: 3

JOU 103 Public Opinion and Advocacy Journalism
The formation, measurement and effects of public opinion relating to mass communications and to other forms of collective behavior. An examination of points of view in mainstream and alternative media, public access to mass and interactive media, and techniques of persuasion and propaganda.

On Demand
Credits: 3

On Demand
Credits: 3

JOU 129 Broadcast Journalism I: Radio Journalism
An applied course that allows students to develop the skills to research, write, produce and present news reports, features and documentaries for radio. The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Annually
Credits: 3

JOU 130 Broadcast Journalism II: Television News Writing
A skills course that focuses on writing for television newscasts and on providing technical direction for service, management planning systems, corporation strategy and collective bargaining.

JOU 126 Advertising I: Principles
An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business: E print, radio, television, agency operations and research.

Every Fall
Credits: 3

JOU 129 Broadcast Journalism I: Radio Journalism
An applied course that allows students to develop the skills to research, write, produce and present news reports, features and documentaries for radio. The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Every Fall
Credits: 3

JOU 130 Broadcast Journalism II: Television News Writing
A skills course that focuses on writing for television newscasts and on providing technical direction for...
The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

JOU 131 History of Broadcasting
An introduction to the history of radio and television. Topics include the changing relationship between politics and broadcasting, the mobilization of broadcasting resources during wars, the complex relationship between the broadcasting industry and the government, and the growth and nature of federal regulatory legislation.

Credits: 3
Alternate Spring

JOU 132 TV News Workshop
A practical application of skills and knowledge base obtained in Journalism 130. Students will create video news reports.

Credits: 3
On Demand

JOU 135 News Reporting I
Emphasis is on fundamental skills of news reporting, including in-class exercises with various forms of stories found in daily newspapers. Stress is placed on mastering reportorial insight, skills and story structure. Students are assigned stories outside the classroom. News coverage is examined and critiqued.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3
Every Fall

JOU 136 News Reporting II
Advancement of the skills gained in Journalism 135 with an intensive study of actual newsroom problems and the preparation of longer, more complex interpretative stories. Includes field assignments that require students to report stories off campus, as well as in-class writing assignments. Frequent quizzes are administered.

The pre-requisite of JOU 135 is required.

Credits: 3
Every Spring

JOU 137 News Editing and Makeup
Exploration of the fundamentals of news values, journalism style, story organization and headline writing. Review of mechanics and grammar. Page and photography layout are studied in addition to mastery of electronic editing. Recommended for juniors and seniors.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3
On Demand

JOU 140 Investigative Journalism
The course will provide an introduction to the history and practice of investigative reporting in the United States that goes beyond coverage of day-to-day breaking news. It will examine the historical tradition of the press is uncovering wrongdoing through in-depth reporting. Students will be introduced to the tools and techniques of gathering and analyzing difficult-to-obtain information from primary and secondary sources, including public records, databases and interviews. Each student will select and implement an investigative project.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3
Every Spring

JOU 141 Online Journalism
An introduction to writing, reporting and editing for news Web sites, blogs, and more. Topics include media convergence, interactivity, linking, RSS, podcasting, citizen journalism. Provides hands-on instruction in digital content gathering and multimedia presentation. Also addresses issues of social responsibility, credibility, law, and ethics as they relate to Internet journalism.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3
On Occasion

JOU 143 Magazine Journalism II: Editing and Production
Copy and production editing for all types of magazines, including the one-person staff magazine and the highly departmentalized magazine. Topics include line and copy editing, proofreading, production, editorial hierarchies, manuscript selection, editorial research, layout, administration, management, and issue planning.

Credits: 3
Every Spring

JOU 144 Entertainment Journalism
Entertainment Journalism will provide a historical overview of the rise of entertainment and celebrity journalism in the United States. The course will examine case studies of celebrity coverage in various fields, from entertainment and sports to politics. The class will consider the impact of paparazzi and bloggers. Students will also get training in reviewing popular culture and preparing for celebrity interviews and reporting.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3
Every Fall

JOU 146 Public Relations I: Case Studies
Exploration of the principles of strategic planning and persuasion, the creation of audiences, media placement, and the development of publicity campaigns. Review of various internal publications with attention to their design, content and persuasive capabilities. Time is devoted to practical applications and case studies. (Same as Media Arts 153.2)

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3
Every Fall

JOU 147 Public Relations III: Sports Information and Public Relations
Students examine the techniques of sports publicity, promotion and marketing for both amateur and professional athletics. Students study the production of sports statistics, press releases, press kits and marketing strategies for print and broadcast media. Sports information professionals meet with students to assist them in developing their own promotional projects. The class also considers more broadly the business of sports and the role of sports in American society. (Same as Media Arts 140)

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3
Every Fall

JOU 151 Sports Reporting
Covers all aspects of sports reporting from spot-reporting techniques to features, columns and commentary. Techniques of developing expertise in various sports are discussed. Frequent assignments include game coverage to give students first-hand experience. (Same as Media Arts 151)

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3
Annually

JOU 152 Business Reporting
An introduction to the skills and basic knowledge needed to cover business news in various areas: finance (including personal finance), technology, health care, entertainment, communications, international business, politics, and consumer marketing and advertising. Also, the evolving role of financial electronic newsletters and webzines play is examined. The primary focus is on developing the ability to report business news for a mainstream audience.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.
JOU 156 Video Journalism I
An intermediate course that trains students to function as video journalists, integrating television production with newswriting skills. Using a digital camcorder and nonlinear editing equipment, students learn both the technical and the aesthetic aspects of ENG shooting and how to combine in-class news acquisition principles with field application. (Same as Media Arts 156.1) The prerequisite JOU 119 / ENG 126 is required.
Credits: 3
Every Spring

JOU 156 Video Journalism II
An advanced course building on the skills learned in Video Journalism I for mastery of technique. Students produce broadcast-quality video news packages for local television stations. (Same as Media Arts 156.2) The prerequisite of JOU 156/1 MA 1561 is required.
Credits: 3
On Demand

Speech Courses

SPE 3 Oral Communication
An introduction to communication theory and interpersonal skills. Students develop oral presentation techniques, including public speaking, group discussion and oral readings. Evaluation of individual student speech through analysis of voice and diction is conducted.
Credits: 3
Every Semester

SPE 3X Oral Communication for Nonnative Speakers
A course parallel to Speech 3 for non-native speakers who need special attention in the production of oral English. Satisfies the core.
Credits: 3
Every Fall and Spring

SPE 100 Voice and Diction
Individual and group work for correction of individual speech faults in pronunciation, production of sounds, articulation, intonation, emphasis, phrasing, volume, pitch, range, and other common faults in voice and diction. The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Fall and Spring

**SPE 100X Voice and Diction for Non-native Speakers**
A course parallel to Speech 100 for nonnative speakers who need special attention in the production of oral English.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Fall and Spring

**SPE 101 Oral Interpretation: Performance Aesthetics**
A study of the techniques of reading aloud, using the literature of various cultures and emphasizing increased appreciation and better use of vocal and physical communication. Prose literature is used to explore expository, descriptive and narrative genres.
The prerequisite of SPE 100 is required or permission of the instructor.
Credits: 3
Every Fall and Spring

**SPE 102 Advanced Oral Interpretation: Advanced Performance Aesthetics**
A study of advanced techniques and forms in the art of oral expression. Students explore poetry, drama and prose through a variety of interpretative genres, such as the solo, duet and small group performances.
The prerequisite of SPE 100 is required or permission of the instructor.
Credits: 3
Every Fall and Spring

**SPE 103 Reader's Theatre: Chamber Performance**
A group activity in which a piece of literature is communicated from a script to an audience through vocal and physical suggestion. Training is given in a very immediate form of literary recreation.
The prerequisite of SPE 100 is required or permission of the instructor.
Credits: 3
Every Fall and Spring

**SPE 105 Public Speaking**
The study and practice of public speaking, provides students with specific communication principles and skills for effective public presentations in a variety of formal and informal public, social, business and professional settings. Topics include techniques for overcoming fears, improving self-image, developing a personal communication style, the symbiosis between speakers and audience, verbal and non-verbal communication, outliving, and composing and presenting professional speeches.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Fall

**SPE 106 Persuasion**
The art of persuasion can help develop and strengthen effective communication skills. Students will learn how to analyze different persuasive genres, and how to develop and deliver effective persuasive messages. The course focuses on interpersonal and intrapersonal persuasive messages.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Spring

**SPE 107 Political Speech in American Life**
Critical analyses and evaluations of selected speeches from American political life that characterize each era marked by dramatic development in the nation's history from before the Revolution to the present day. Readings, video and film.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Fall

**SPE 109 Speech for Business and Organizations**
The study of special speaking situations in business help develop and strengthen effective communication skills to deal with business and professional associates. Students will learn how to improve their leadership skills, conflict management skills, and interviewing skills. Conduct meetings with authority, answer questions on interviews with confidence, and communicate with effectiveness.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Fall

**SPE 117 Vocabulary**
Individual vocabulary building and its relation to oral language, with emphasis on the correct pronunciation and proper usage of words in all speech situations.
Credits: 3
Every Semester

**SPE 119 Language, Speech and Thought**
A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others. Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky. (Same as SPE 119.)
The prerequisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.
Credits: 3
On Occasion

**SPE 120 Argumentation and Debate**
Study how to structure and test logical arguments. Learn how to reason logically, analyze and test evidence, and design logical arguments. Students actively argue and debate.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Spring

**SPE 123 Non-Verbal Communication**
Students will learn how to identify and interpret nonverbal behaviors and to understand the implications of the power that underlies all nonverbal behavior. Topic for discussion include the meaning of body language; the uses of space, touching, behavior and paralanguage. Through such understanding, students will gain greater awareness of and insight into their own behavior and into the behavior of others.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

**SPE 127 Group Dynamics**
This course will study the techniques and principles of group discussion, leadership, research, organization of materials and supportive practices. Various forms of discussion are explored, including panel, symposium, forum, committee and conference.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Spring

**SPE 160 Organizational Communication**
Organizational communication is designed especially for students entering business, healthcare and educational settings that assume or aspire a position of leadership. Through case studies and class discussion, coursework will focus on strengthening communication competency in presentation skills, persuasive ability (i.e., marketing and sales), leadership in meetings, and problem-solving skills.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

**SPE 161 Conflict Resolution Management**
This course provides students with the practical skills and theoretical background necessary for handling conflicts in their personal, interpersonal, professional and intercultural encounters. The course looks at the numerous factors that influence the way people manage conflict. It will develop fundamental communication skills by examining the reasons for miscommunication and exploring the origin of conflict in language, thought, listening and action. Emphasis will be placed on case studies and role-playing conflict in various interpersonal and group settings.
SPE 162 Communication and Public Relations
This course will deal with arranging, handling and evaluating contemporary topics in the field of public relations. Students will better understand the process, effects and problems of public relations and the role of the public relations' practitioner as a specialist in communications, as an analyst of public opinion, and as a part of the management teams. The course will cover new developments and new tools in the practice of public relations and the media.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

SPE 163 Rhetorical Criticism
Rhetorical criticism is both a skill and a discipline that allows us to analyze the words, actions and intentions of others. This course provides the practical skills and theoretical background necessary for critically analyzing the rhetoric in human communication and subsequently its impact on personal perception, knowledge, experience and behavior.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

SPE 180 Introduction to Communication Studies
A presentation of the basic knowledge and understanding of communication studies - relationships theories, definitions and interpretation for the twenty-first century. The infrastructure of human communication, including interpersonal, intrapersonal, transcultural, gender roles, public and organizational forms of communication, conflict management, verbal and non-verbal decoding, research, and mass media.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Fall

SPE 182 Gender and Communication
The influence of socialization on gender roles and gender roles on communication is far reaching. This course examines the communication behaviors of women and men in the same sex and gender contexts. It defines the difference between sex and gender identity, and the role of socially structured reality plays in gender apartheid. This course introduces students to current theories on gender role play and communication, and examines the function of communication in gender role development. Topics may include gender as politics, gender discrimination, gender stereotyping in language usage, thought and action, self perception, nonverbal cues, communicative style, gender in intimate contexts, gender in public contexts and gender across culture, age and ethnicity.
Credits: 3
On Occasion

SPE 185 Rhetorical Criticism
This course aims to use various methodological perspectives of rhetorical criticism so as to familiarize students with both traditional and alternative critical methods. It encourages the analysis of given topics from these various perspectives. This course also examines the political agendas and social implications in rhetorical dimension found in the rhetoric across all manner of public discourse, including speeches, advertising, film, pop music, the arts, discursive forms in the new media and the Internet.
Credits: 3
On Occasion

SPE 194 Research Methodology in Communication
This course will teach students how to design and conduct research by introducing them to the various types of research in the field of Communication. In addition, it teaches students how to identify research problems, how to generate research questions and hypotheses, and how to formulate literature reviews. It prepares students to deal with the challenges of writing a research paper.
The prerequisites of SPE 3 or HSP 21 or HSP 22, and SPE 180 are required or permission of the Instructor.
Credits: 3
On Occasion

SPE 195 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.
The prerequisites of SPE 3 or HSP 21 or HSP 22, and SPE 194 are required or permission of the Instructor.
Credits: 3
On Demand

SPE 196 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.
The prerequisites of SPE 3 or HSP 21 or HSP 22, and SPE 194 are required or permission of the Instructor.
Credits: 3
On Demand

SPE 197 Independent Study
Courses designed to give students in their junior or senior year an opportunity work under the guidance of a member of the communications faculty. There are no regular class meetings.
Students may undertake either a production or research paper. Permission of the Department Chair and the Dean is required.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Demand

SPE 198 Independent Study
Courses designed to give students in their junior or senior year an opportunity work under the guidance of a member of the communications faculty. There are no regular class meetings.
Students may undertake either a production or research paper. Permission of the Department Chair and the Dean is required.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Demand

SPE 199 Communication/Performance Studies Internship
During their senior year, communications/performance studies majors are strongly urged to undertake one or more internships with professional companies. Consultation with an approval of the department is required. May be taken in subsequent semesters for credits. Permission of student advisor and the Department Chair is required.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Demand
### SPE 201 Creative Problem Solving
We can't solve today's problems with the same thinking that caused them in the first place. Solving 21st Century problems requires imagination, self-awareness, inventiveness, and an ongoing ability to assess and challenge our assumptions. This course encourages innovative thinking, and uses cutting edge principles to solve real life communication problems across a wide variety of topics.

The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

### SPE 202 Intercultural Communication
We are currently living in global villages. This course combines theory and practice in its consideration of issues and research problems in communication interactions across cultures and within multicultural settings. Topics include the role of language in tricultural communication, verbal and nonverbal communications across cultures, cultural stress, cross-cultural and intercultural communication in the business community, mass media and social settings. This course is designed to increase understanding and tolerance for other cultures.

The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

### SPE 203 Interpersonal Communications
This course uses an experiential approach towards developing effective interpersonal communication skills in both the private and professional setting. The focus is on heightened self-awareness on how communication is influenced by social conditioning, assumptions, bias, misuse of language and hierarchal social systems. Group dynamics, assigned readings, simulations are implemented, along with the application of communication techniques used by successful corporate trainers. Students examine why these approaches are successful, and how they can successfully implement these strategies in their own personal and professional relationships.

The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

### SPE 204 African-American Communication
This course focuses on the relationship among African-American oral traditions, written traditions, and Black consciousness in the United States. It examines how folklore, Afrocentricity, culture, rhetoric, music, are impacted by African-American communication.

The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

### SPE 208 Communication and Globalization
A historical overview of how modern technology shapes human communication. The premise of this course is based on the assumption that communication technologies and culture are intertwined so that the characteristics of a given culture can be influenced by the characteristics of its dominant media. In addition, this course examines how these combined media will influence the future of globalization.

The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

### SPE 218 Human Communication Theory
Human communication theory has been studied from a number of perspectives including, but not limited to cybernetics, public address, transaction, persuasion, symbolic interaction, cross cultural communication, nonverbal communication, uncertainty reduction, and semantics. This class exposes students to current thinking and research on the nature of human interaction.

The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
On Occasion

### SPE 219 Intercultural Communication in Society
Intensive, multi-faceted approach to the mass media and new media as systems of communication and as their social and psychological influences on society. Consideration of functions and media ethics and responsibilities. Study of research methodologies and the communications field. Readings and discussions.

Credits: 3
On Occasion

### SPE 220 Mass Communications and New Media in Society
Every Spring
Credits: 3
required.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.

### SPE 221 Asian Performance Theory
Every Fall
Credits: 3
required.
The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.

### SPE 222 Movement and Voice for Actors I
A course designed to give students an understanding of their bodies and voices and how to develop them for the stage and screen. Exercises are used to help students strengthen posture, alignment, breathing and vocal power for projection in the theatre - an exploration in the organic connection of body, mind and spirit.

The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Fall

### SPE 223 Movement and Voice for Actors II
A continuation of THE 1261 and SPE 178 in which students develop more tools needed to improve their movement and vocal techniques.

The prerequisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Spring

### SPE 232 Creative Listening
Creative listening is essential to communicating clearly. “Creative Listening” encompasses critical and empathetic listening, and is an essential component to effective communication. Through case studies, practical application and discussion, this course explores the art of listening in relationship to personality, culture, ideology, linguistics and gender identity.

Credits: 3
On Occasion
Department of Media Arts

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

The Media Arts Department offers undergraduate Bachelor of Arts and Bachelor of Fine Arts degrees. At the graduate level the department offers a M.A. and M.F.A. in Media Arts, and a M.F.A. in Writing and Producing for Television.

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

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

B.A. in Media Arts

The department offers a comprehensive Bachelor of Arts degree that may either follow a specialized Area of Concentration or an Integrated Track, depending on the academic, creative and professional goals of the individual student. An Area of Concentration is a grouping of 24 or more credits in one of the following fields:

- Computer Graphics; Digital Design;
- Animation; Interactive Media; Digital Audio/Sound Design; Film, Television and Digital Video Production; Film and Television Studies;
- Media Management; On-Camera Performance;
- Photography/Digital Photography; Screenplay and Video Journalism.

An Integrated Track is a grouping of 24 or more credits selected from across two or more of any of the above areas of concentration. Majors must consult with assigned faculty advisers in their field of interest to design, and be guided through, their particular program of study.

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tr>
<td>DSM 01</td>
<td>Developmental Skills</td>
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<tr>
<td>DSM 09</td>
<td>Mathematics 09</td>
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</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
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<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
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Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

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<tbody>
<tr>
<td>ENG 16</td>
<td>European Literatures I</td>
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<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
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<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
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Core Seminar Requirement

<table>
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<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
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Speech Core Requirement

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>SPE 3</td>
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</table>

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

<table>
<thead>
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<th>Title</th>
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<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
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<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
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</table>

Philosophy Core Requirement

<table>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
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History Core Requirement

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<th>Credits</th>
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<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
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Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Mathematics Core Requirement - One course from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Scientific Reasoning Seminar Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS 1</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Liberal Arts and Science Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 11</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 12</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core French

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 11</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 12</td>
<td>Introductory French II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core Italian

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 22</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Foreign Language Core Honors Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>
### Media Arts B.A. Major Requirements

**Program Summary:**
A major in Media Arts offers you professional and academic training in a wide variety of dynamic communications and Media fields. The 36 credits needed to earn the degree are comprised of 12 credits of required media arts courses and 24 credits of media arts electives. The 24 credits of electives, which offer a broad range of options and flexibility, are grouped as concentrations in one or more of the following areas:

- Computer Graphics: Digital Design/Animation/Interactive/web
- Digital Audio: Music/Sound Design & Radio
- Film & Television Production: Shooting/Directing/Editing
- Film & Television Studies: Criticism/Theory
- Media Management: Business/Marketing
- On-Camera Performance: Acting/Directing
- Photography: Digital/Fine Art/Creative
- Screenwriting: Film/Television/Animation
- Video Journalism: Documentary/News
- Integrated Track

### Required Courses - 12 credits

The following course must be completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 100 Media Aesthetics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One (1) of the following courses must be completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 119 Business of Media Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 162 Photography Portfolio/Exhibition</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 257 The Music Business</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 180 The Music Business</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One (1) of the following courses must be completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 150 Writing for Visual Media</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 152 Screenplay</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One (1) of the following courses must be completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 108 History of Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 164 History of Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 187 Film and Television Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 239 Survey of Computer Art</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Elective Tracks - 24 credits from one of the following:

#### Computer Graphics: Digital Design/Animation/Interactive/web

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 124 Computer Graphic I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 132 Computer Graphic II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 135 Motion Graphics I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 125 Digital Publishing I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 133 Digital Illustration I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Computer Animation and Special Effects

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 124 Computer Graphics I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 132 Computer Graphics II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 133 Digital Illustration I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 135 Motion Graphics I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 1341 3D Computer Graphics I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Computer Animation and Special Effects

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 1342 3D Computer Animation</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 207 3D Logo Animation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One (1) of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 198 Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 199 Media Arts Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Web Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 124 Computer Graphic</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 132 Computer Graphics II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 118 Digital Photography I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 125 Digital Publishing I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 1361 World Wide Web Publishing I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One (1) of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 1362 World Wide Web Publishing II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 133 Digital Illustration I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 135 Motion Graphics I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One (1) of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 198 Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 199 Media Arts Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Digital Audio: Music/Sound Design & Radio

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 101 Audio Production I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 107 Digital Audio I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 110 Digital Audio II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 114.1 Digital Audio III</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 114.2 Digital Audio IV</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 1012 Audio Production II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 147 Studio Recording for the Music Producer</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 199 Media Arts Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Digital Audio: Music/Sound Design & Radio

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 1081 Video Workshop II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 145 Video Workshop III</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 152 Screenplay</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 155 Directing Moving Image</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 199 Media Arts Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One (1) of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 190 Film Production I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 102 Television Production</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 1032 Television Production III</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 106 Video Workshop I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 105 Lighting I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 155 Directing Moving Image</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 197 Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 199 Media Arts Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Television Production

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 102 Television Production I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 103 Television Production II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 1032 Television Production III</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 106 Video Workshop I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 105 Lighting I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 155 Directing Moving Image</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 197 Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 199 Media Arts Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Photography: Digital/Fine Art/Creative

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 115 Introduction to Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 118 Digital Photography I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 122 Digital Photography II</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 123 Studio Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 111 Photo Journalism</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 105 Lighting I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 120 Creative Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 197 Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 199 Media Arts Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Screenwriting: Film/Television/Animation

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 152 Screenplay</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 150 Writing for Visual Media</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 154 Situation Comedy</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 188 Film Noir: The Dark Side of America</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 550 The Story</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 106 Video Workshop I</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 551 The Screenplay</td>
<td>3.00</td>
</tr>
<tr>
<td>MA 199 Media Arts Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Media Management: Business/Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 255 Prod Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Brooklyn Campus

MA 106 Video Workshop I 3.00
MA 101 Audio Production I 3.00
MA 126 Advertising I: Principals 3.00
MA 157 Advertising II: Creative 3.00
MA 580 The Independent Producer 3.00
MA 257 The Music Business 3.00
MA 199 Media Arts Internship 3.00

Or

On-Camera Performance: Acting
MA 1581 On-Camera Performance I 3.00
MA 1582 On-Camera Performance II 3.00
MA 1583 On-Camera Performance III 3.00
MA 1591 Acting I 3.00
MA 1592 Acting II 3.00
MA 1585 Voice Over Performance 3.00
MA 565 Directing the Screen Actor 3.00
MA 199 Media Arts Internship 3.00

Or

Video Journalism: Documentary/News
MA 106 Video Workshop I 3.00
MA 1081 Video Workshop II 3.00
MA 130 Broadcast Journalism II 3.00
MA 144 Entertainment Journalism 3.00
MA 1561 Video Journalism I 3.00
MA 1562 Video Journalism II 3.00
MA 197 Independent Study 3.00
MA 199 Media Arts Internship 3.00

Or

Integrated Track
MA 124 Computer Graphics I 3.00
MA 106 Video Workshop I 3.00
MA 102 Television Production I 3.00
MA 152 Screenplay 3.00
MA 115 Introduction to Photography 3.00
MA 107 Digital Audio I 3.00
MA 186 Gaming: The Art of Play 3.00
Choose one (1) of the following:
MA 198 Independent Study 3.00
MA 199 Media Arts Internship 3.00

Or

Film & Television Studies: Criticism/Theory
MA 186 Gaming: The Art of Plan 3.00

MA 178 Fairy Tales: From Disney to Lo 3.00
MA 227 Action Cinema 3.00
MA 228 Symbols of Feminine 3.00
MA 239 Survey of Computer Art 3.00
MA 188 Film Noir: The Dark Side of America 3.00
Choose one (1) of the following:
MA 106 Video Workshop I 3.00
MA 102 TV Production I 3.00
Choose one (1) of the following:
MA 198 Independent Study 3.00
MA 199 Media Arts Internship 3.00

B.F.A. in Computer Art

The Media Arts Department also offers a Bachelor of Fine Arts degree in Computer Art. This is a specialized program for students interested in an intensive curriculum in applied art, design and technology. The degree offers students additional specialization in one of the following Computer Art studio areas: Computer Graphics and Digital Illustration, Digital Design for Print; 3D Modeling and Rendering; Computer Animation; Interactive Media and Web Design; Digital Audio and Computer Sound Design; Broadcast Design and Special Effects for Film and Video and Integrated Computer Arts.

General Requirements for a B.F.A in Media Arts
Core Curriculum 41 Credits
BFA Foundation 6 Credits
Art History/Media Theory 12 Credits
Computer Art Studio in Concentrations 36 Credits
Interdisciplinary Studio Electives 12 Credits
General Electives 18 Credits
BFA Total 128 Credits

BFA Foundation
(Six credits from the following required)
Art 1501 or MA 101 3 credits
MA 124 3 credits
TOTAL 6 credits

BFA in Computer Art Classes

Theory Requirements

Art History/Media Theory
(* Is a required course with no alternate class option)
ART 101 or MUS 107 3 credits
ART 102 or MUS 108 3 credits
*Theory Elective 3 credits
(Any Media Theory, Art or Music History Class with the permission of the BFA in Computer Art Program Coordinator)
*MA 239 3 credits
TOTAL 12 credits

B.F.A in Computer Art Studio in Concentration:
36 Credits

Graphics and Design
MA 132 Computer Graphics II
MA 125 Digital Publishing
MA 133 Digital Illustration
MA 118 Digital Photo I
MA 122 Digital Photo II
MA 1341 3-D Computer Graphics I
MA 1361 Web Publishing I
MA 275 Advanced 3d Modeling
MA 161 Dig. Portfolio/Exhibition
MA 198/199 Independent Study or Internship
MA 240 Computer Art Thesis I
MA 241 Computer Art Thesis II

Computer Animation and Special Effects
MA 132 Computer Graphics II
MA 133 Digital Illustration
MA 135 Motion Graphics I
MA 1341 3-D Computer Graphics I
MA 1342 3D Computer Animation
MA 275 Advanced 3d Modeling Workshop
MA 226 Broadcast Design
MA 207 3D Logo Animation
MA 165 Portfolio Development
MA 198/199 Independent Study or Internship
MA 240 Computer Art Thesis I
MA 241 Computer Art Thesis II

Digital Audio & Sound Design
MA 107 Digital Audio I
MA 110 Digital Audio II
MA 114.1 Dig. Audio III
MA 114.2 Dig. Audio IV
MA 1012 Audio Production II
MA 147 Studio Recording for the Music Producer
MA 260 Radio Production
MA 238 Sound for Picture/Sound for Visual Media
MA 570 Location Sound Recording
MA 198/199 Independent Study or Internship
MA 240 Computer Art Thesis I
MA 241 Computer Art Thesis II

Web Design
MA 132 Computer Graphics II
MA 107 Digital Audio I
MA 118 Digital Photo
MA 125 Digital Publishing
MA 1341 3-D Computer Graphics I
MA 1362 Web Publishing II
MA 133 Digital Illustration
MA 135 Motion Graphics I
MA 165 Portfolio Development
MA 198/199 Independent Study or Internship
MA 240 Computer Art Thesis I
MA 241 Computer Art Thesis II

Interdisciplinary Studio 9 credits
Any Media Art, Visual Art, or Music studio/production class outside the concentration with the permission of the BFA in Computer Art
**Minor in Media Arts**

A Media Arts minor requires a total of 12 credits. Students can do a general minor, or specialize in a concentration area. MA 100 is a required course for all minors.

**Minors in Related Fields**

It is recommended that majors in the B.A. in Media Arts use their free electives to take a concentration of courses in another department in order to earn a minor in a related field, such as Art, Business, Computer Science, Dance, English, Journalism, Music, Theatre. Students should consult with their advisers to design an appropriate minor outside the Department.

**Media Arts Courses**

**MA 10 Introduction to Communication Arts**
An introduction to communication arts designed to define the strengths of the individual student and to sharpen analytical, communication and presentation skills. It is aimed at channeling students creative strengths into a product or project in a workshop environment. Students are provided with the tools of presentation and production to help build the analytical and critical skills required to assess their own productivity. Participants engage in the development of a project from idea through refinement, to completed project in print, audio, video, or photographic essay.
*Credits: 3*
*Every Summer*

**MA 100 Media Aesthetics**
This required foundation course introduces students to the fundamentals of media arts and visual literacy - light, color, composition, perspective, time, motion, sound - and discusses how they are applied in the various forms of contemporary media. In a workshop environment, using media objects as texts, students also explore narrative, art history, philosophy of media, spectatorship, theories of perception and their own creativity. 

Either the pre-requisite of ENO 16 is required or the pre-requisites of HEG 21 and 22 are required.
*Credits: 3*
*Every Fall and Spring*

**MA 101 Audio Production I**
An introduction to the art and science of audio production. Topics include basic sound theory, audio aesthetics, acoustics, sound reproduction and recording, the sound studio, remote sound recording, editing and mixing, the development of new audio technology, and creating audio for visual media. Students work individually and in teams on a variety of studio and field projects.
*Credits: 3*
*Every Fall and Spring*

**MA 102 Television Production I**
An introduction to the practice and principles of television studio production. The course covers all the basic production techniques, including scripting, lighting, shooting, producing and directing. Technical operation and understanding of all studio equipment, including cameras, switcher, audio board and character generator, are stressed. Students apply their skills in studio production assignments.
*Credits: 3*
*Every Fall and Spring*

**MA 103 Television Production II**
An advanced course expanding the techniques and applications of TV studio production covered in Television Production I. Students focus on producing and directing scripted studio productions such as TV dramas and news programs. Advanced lighting techniques and set construction are also covered. Pre-requisite of MA 102 is required.
*Credits: 3*
*On Demand*

**MA 104 Publishing**
A general survey of book, magazine and specialty publishing that treats editorial and economic aspects of their profession. The course is structured in three or four modules, each taught by a professional.
*Credits: 3*
*On Demand*

**MA 105 Lighting I**
A production class exploring the principles of lighting design for Photography, Film, Video Production and Animation. An examination is made of the nature of light and the similarities and differences specific to each medium. Topics include lighting ratios, color correction, and studio and location lighting.
*Credits: 3*
*Rotating Basis*

**MA 106 Video Workshop I**
An introduction to the principles and practice of portable digital video production. Working in crews on field projects, students explore the techniques and aesthetics of single-camera videography, sound recording, location lighting and video editing.
*Credits: 3*
*Every Fall and Spring*

**MA 107 Digital Audio I**
An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using Digital Performer software and Pro Tools hardware. Workshops include computer based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing.
*Credits: 3*
*Every Fall and Spring*

**MA 109 History of Broadcasting**
An introduction to the history of radio and television. Topics include the changing relationship between politics and broadcasting, the mobilization of broadcasting resources during wars, the complex relationship between the broadcasting industry and the government, and the growth and nature of federal regulatory legislation.
*Credits: 3*
*Alternate Spring*

**MA 110 Digital Audio II**
An intermediate-level continuation of MA 107 in a workshop environment. This course continues to explore the technical and creative aspects (issues) of creating music and sound design with Digital Performer. It will also introduce Digidesign's Protools software and will look at how the two programs integrate. Topics include a deeper exploration of virtual instruments. Students will create samples and perform sample editing. MIDI sequencing and audio recording, in addition to learning editing and production concepts. Multi-track live recording, advanced mixing using automated control surfaces, and concepts of basic sound for picture. Weekly individual access to studio facilities is provided.
*Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.*
*Credits: 3*
*Rotating Basis*

**MA 111 Photojournalism**
A production-based class exploring the use of traditional photography and electronic media imaging. Topics include the photo essay, the ethical use of images in media, photo documentary, and the human condition in photography. Students are required to complete weekly photographic and written narrative assignments as well as a final documentary project.
*Pre-requisite of MA 115/ART 115 is required or permission of the instructor.*
*Credits: 3*
*Every Spring*

**MA 112 Media Arts in the Twenty-first Century**
This course discusses the past, present and future impact on human society of modern media and communication technologies. Emphasis is on critical analysis of media; debating ethical issues such as access, privacy and censorship; and research into contemporary institutions of technological development and innovation. Students participate in field trips, on-site research, and interaction with
media and technology professionals.

Credits: 3

On Demand

MA 115 Introduction to Photography
An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. All students are provided with a 35 mm camera.

Credits: 3
Every Fall and Spring

MA 117 Intermediate Photography
A production-based class in photographic printing, using fiber-based papers. Filters, print toning, lighting and medium-format imaging are discussed. Projects are thematically based and include an extensive final presentation.

Pre-requisite of MA 115/ART 115 is required.

Credits: 3
Rotating Basis

MA 118 Digital Photography I
An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as art medium using new approaches and techniques available. 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.

Pre-requisite of MA 115/ART 115 is required.

Credits: 3
Every Fall and Spring

MA 119 Business of Media Arts
A required course which discusses the applications of business skills for the media artist. Topics include professional development, media management principles, art and commerce, writing the business plan, and grant writing. Media professionals are invited as guest lecturers.

A minimum of 64 units must be completed prior to registering for this course.

Credits: 3
Every Fall and Spring

MA 120 Creative Photography
Independent exploratory study and experimentation in advanced non-silver photographic techniques such as: cyanotype, VanDyke brown, kallitype and palladium.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3
Every Spring

MA 121 Advanced Photography
A focus on the development of professional-level mastery in the area of art or commercial photography. Emphasis is on review of other photographers work, special assignments, creative range and in-depth critiques. Students may work digitally or in the darkroom.

Pre-requisite of MA 115 and MA 117 are required or permission of instructor.

Credits: 3
On Occasion

MA 122 Digital Photography II
A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3
Every Spring

MA 123 Studio Photography
An in-depth study studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, advanced metering, exposure, portrait and different tabletop setups.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3
Rotating Basis

MA 124 Computer Graphics I
An introductory level class in two dimensional computer graphics using Adobe Photoshop. Students learn and work with basic digital illustration and graphics, scanning of images, image editing, image manipulation, photo manipulation, typography and image composition.

Credits: 3
Every Fall and Spring

MA 125 Digital Publishing I
An introduction to the skills and concepts of digital publishing, emphasizing layout and design fundamentals, graphics, typography, and computer-based input and output for print. Also, page layouts and structured drawing programs on the computer are reviewed.

Pre-requisite of MA 124 is required.

Credits: 3
Rotating Basis

MA 126 Advertising I: Principles
An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business E print, radio, television, agency operations and research.

Credits: 3
Annually

MA 127 Fashion Studio Photography
Fashion photography is more than taking pictures of a model wearing the latest styles. This class will cover a range of subjects, that together, become the building blocks of a fashion shoot. These include model casting, makeup and hair artists, stylists, trends in fashion imagery, lighting, camera and lens selection, location selection, and clothing designers.

The course will include guest speakers from the fashion industry. Course requirements include weekly shooting assignments, research assignments, and creation of a final fashion portfolio consisting of at least 12 finished prints.

The pre-requisite of MA 115 or MA 118 is required.

Credits: 3
On Occasion

MA 129 Broadcast Journalism I: Radio Journalism
An applied course that allows students to develop the skills to research, write, produce and present news reports, features and documentaries for radio.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3
Every Fall

MA 130 Broadcast Journalism II: Television News Writing
A skills course that focuses on writing for television newscasts and on providing technical direction for behind-the-scenes directors regarding video tapes, sound bites, live shots, timing, and on-screen graphics. Included are analyses of TV news content, the historic and current impact of television on print journalism, and comparisons of various news media.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3
Every Fall

MA 133 Digital Illustration I
An intermediate-level class in the design and creation of computer-based illustration using structured drawing programs. Students work on the computer with illustration techniques for logo design, technical drawing and poster design.

The pre-requisite of MA 124 is required.

Credits: 3
Rotating Basis

MA 135 Motion Graphics I
Prerequisites: MA 124. Offered on occasion. An introduction to Motion Graphics using 2D Animation software. Students will learn and work with time-based graphics design, motion path animation, dynamic media, and special effects for video, film and the Web.

The prerequisites of MA 124 and MA 132 are required.

Credits: 3
Rotating Basis

MA 140 Public Relations III: Sports Information and Public Relations
Students examine the techniques of sports publicity, promotion and marketing for both amateur and professional athletics. Students study
the production of sports statistics, press releases, press kits and marketing strategies for print and broadcast media. Sports information professionals meet with students to assist them in developing their own promotional projects. The class also considers more broadly the business of sports and the role of sports in American society. (Same as Media Arts 140)

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.
Credits: 3
Every Fall

MA 144 Entertainment Journalism
Entertainment Journalism will provide a historical overview of the rise of entertainment and celebrity journalism in the United States. The course will examine case studies of celebrity coverage in various fields, from entertainment and sports to politics. The class will consider the impact of paparazzi and bloggers. Students will also get training in reviewing popular culture and preparing for celebrity interviews and reporting.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.
Credits: 3
Every Fall

MA 145 Video Workshop III
A capstone course in digital imaging acquisition, production and editing. This course will put together the skills you have acquired in Video Production I & II. Students work as a team to produce broadcast quality work. Topics include: advanced lighting, cinematography, editing, producing, marketing & distribution. Students work together using HD Workflow to edit a class project, create their own PSA/ commercial and a 5-10 min narrative story.

The pre-requisite of MA 1081 is required or permission of the Instructor.
Credits: 3
Rotating Basis

MA 147 Studio Recording for the Music Producer
MA 147 focuses on music production and the fundamentals of studio recording, including the experience of producing and creating music in a state-of-the-art recording studio with live musicians. Topics include: overview of prominent music producers and their techniques, musical form and structure, the basics of sound and hearing, microphone technology and design, the art of microphone placement, audio signal flow, overdubbing, and mixing of multi-track audio.

Students learn how to record and work with the sonic characteristics of individual musical instruments as well as listen to previous recordings of different musical genres all in an effort to heighten their listening sensibility. This innovative class creates an interdisciplinary learning environment, which enables students from various musical and engineering backgrounds to come together for the common goal of producing music.

Credits: 3
Rotating Basis

MA 150 Writing for Media
In a dynamic, collaborative workshop environment, students practice powerful writing skills designed to develop creativity and self-expression. Topics include: application of creative writing to media, image and text, signs and symbols, artist manifestos and concept development.

The pre-requisite of MA 100 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.
Credits: 3
Annually

MA 151 Sports Reporting
Covers all aspects of sports reporting from spot-reporting techniques to features, columns and commentary. Techniques of developing expertise in various sports are discussed. Frequent assignments include game coverage to give students first-hand experience. (Same as Media Arts 151)

The pre-requisite of MA 100 or MA 150 is required, or permission of the Department.
Credits: 3
Annually

MA 152 Screenplay
This course is designed to develop screenwriting skills in a workshop environment. Emphasis is on story structure, the writer's creative process, evaluation techniques and constructive feedback.

Working independently students complete a short screenplay as their semester-long assignment.

The pre-requisite of MA 100 or MA 150 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.
Credits: 3
Every Fall and Spring

MA 157 Advertising III: Creative Aspects
Copywriting techniques for print media, radio and television and the creation of complete promotion packages for direct marketing. Students develop practical skills by creating advertising letters, brochures and commercials. For students who may be considering advertising as a profession. (Same as Media Arts 157)

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required, or permission of the Department.
Credits: 3
On Occasion

MA 160 Photography Portfolio/Exhibition
This is an advanced level photography class designed for graduating photography students.

Students may work in any size, format or media, digital or traditional. Through the review of other photographers' work, completion of class assignments, and participation in critiques, students will be required to plan and execute their final photography exhibition.

Credits: 3
On Occasion

MA 161 Introduction to Multimedia
A foundation course exploring various multimedia techniques used in commercial and industrial presentations. Topics include photographic sequence imaging, storyboarding, computer programming and sound-synchronizing. Intended for individuals seeking a working knowledge of contemporary photography and digital media.

Credits: 3
On Occasion

MA 164 History of Photography
A survey of the development of photography from its origins to the present day with emphasis on the daguerreotype, tintype and other early techniques. The course also reviews the role of photojournalism from the Great Depression to the present. Discussions include the role of the color image and photography as an art medium. This is a Writing Intensive course, and is required for students following a concentration related to the still image. (Same as Art 108.) Prerequisite: MA 100.

Credits: 3
Annually

MA 171 Asian Cinema
Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

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

MA 178 Fairy Tales From Disney to J-Lo
An exploration of how fairy tale motifs are used in movies and how this can affect a female psyche over time. What 17th century standards and prejudices are being passed down to young viewers sitting in front of their DVDs entranced by Disney? How are fairy tales evolving or being deconstructed in the movies to fit the more feminist-minded p.c. mold today?

Credits: 3
Annually

MA 179 Film Genre
An examination of the Hollywood film and studio system through film genres. The course defines ‘genres’ as an industry term and a critical construct and explores the social, political and industrial factors affecting film genre construction. Topics include the horror film, women's film/melodrama, science fiction and the gangster film.

Credits: 3
On Occasion

MA 180 American Cinemas: The Golden Age - 1930-1960
A survey of American sound films from the 1930s through the 1950s. Screenings are made of classics of comedy and drama as well as genre films.
MA 187 Film and Television Studies
A survey of the history and development of world cinema and television. Through screenings and discussions, students study this twentieth-century art form as developed by various countries, individuals and movements. The development of cinema and television as an industry and a part of the larger economy; as a series of technical innovations; as a history of aesthetic forms; as a social, cultural and political force; and as a reflection of the ideas of its society is explored. This is a Writing Intensive course and is required for students following a concentration related to moving image. Credits: 3
Every Fall and Spring

MA 188 Film Noir The Dark Side of America
An exploration of the noir tradition from its origins in German expressionism and American gangster films to its classic period after World War II and its current widespread contemporary acceptance. Noir is explored as visual style, as subversive attitude and as an historical series reflecting American anxiety from World War II to the present. Credits: 3
On Occasion

MA 189 Hollywood's New Wave
A study of the development of the Hollywood film from 1960 to 1980, from the breakout of the studio system through the influence of the 1960s social movements and the European Art Cinema to the present. Topics include the rise of the low-budget film, the New Wave in Hollywood, Blaxploitation and the black art film. Directors studied include Scorcese, Coppola and Corman. Credits: 3
On Occasion

MA 190 Film Production I
An introduction to the art of 16 mm film production. Topics include film production roles and responsibilities, basic cinematography, directing and film editing. Students work in teams to produce short films. The pre-requisite of MA 106 is required or permission of the Instructor. Credits: 3
On Occasion

MA 191 Film Production II
An intermediate class expanding on the skills and knowledge gained in MA 190. Students produce sound 16mm film projects and explore advanced lighting, editing, audio field recording and cinematographic techniques. New developments in the field film to tape transfer, and nonlinear post-production are explored. Prerequisite: MA 190. Pre-requisite of MA 190 is required. Credits: 3
On Occasion

MA 192 Prime-Time Television
An introduction to the form, content and ideology of the network television series. An analysis of the series format, including attempts to explain why series are popular, and an examination of such conventions of TV genres as the sitcom and the police series. Students are given an opportunity both to write papers on the development of the TV series and to write a treatment for an episode of a TV series. Credits: 3
On Occasion

MA 193 Great American Directors
A consideration of the director as author of a film. The work of several directors is examined to identify stylistic and thematic consistencies and the way culture, industrial and economic factors influence their works. The influence of foreign directors on Hollywood, of female directors and of the contribution of women outside the mainstream of Hollywood cinema is also considered. Directors include Hitchcock, Welles, Spike Lee, Charles Burnett, and Amy Heckerling. Credits: 3
On Occasion

MA 194 Men, Women and Film
An examination of femininity and masculinity on the screen and how men and women interact, as seen through a body of film criticism known as feminist film theory. The representation of men and women in Hollywood genres is discussed in terms of class, culture, and men and women interacting in different cultures. Credits: 3
On Occasion

MA 195 Critical Approaching Film
A study of the development of the Hollywood film from World War II to the present. Seen through a body of film criticism known as the screen and how men and women interact, as seen through a body of film criticism known as feminist film theory. The representation of men and women in Hollywood genres is discussed in terms of class, culture, and men and women interacting in different cultures. Credits: 3
On Occasion

MA 196 Special Topics
Courses 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 etc.) or a research paper. Credits: 3
Every Semester

MA 197 Independent Study
Courses 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 etc.) or a research paper. Credits: 3
Every Semester

MA 198 Independent Study
Courses 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 etc.) or a research paper. Credits: 3
Every Semester

MA 199 Media Arts Internship
During their senior year, Media Arts majors are strongly recommended to undertake an internship with a media organization. Consultation with Director of Professional Development and approval of the Department is required. May be taken more than once for credit.
MA 203 Special Topics
Special Topics
Credits: 1
On Demand

MA 206 Advanced Editing
A video production class in advanced non-linear video editing, examining the art, form and concept of the “Cut.” Students work with Final Cut Pro and learn the art of storytelling through a variety of techniques and styles. Topics include narrative film-style editing, and montage-style editing used in music videos and commercials. Pre-requisite of MA 106 is required.
Credits: 3
Rotating Basis

MA 207 3D Logo Animation
This is an introductory level class in the design and creation of 3D Logo animations for the screen. Students will learn techniques in 3D modeling, surfacing, lighting, animation, special effects and rendering specifically for logos. All students will create work on logo projects for the web and full screen video projects.
Credits: 3
On Occasion

MA 208 DJ Techniques
DJ Techniques 1 is an introductory undergraduate production course focusing on the art of the DJ. Topics include DJ equipment and mixing techniques, beat and pitch matching, musical structure, mixing board and scratching techniques. This course also includes a focus on the history of the DJ, the art of connecting with an audience, and the marketing side of the DJ industry.
Credits: 3
On Occasion

MA 212 African-American Film
An examination of African-American images as an intrusion on typical Hollywood mainstream narrative. By concentrating on images both inside and outside dominant filming making institutions, the course surveys the implicit transgressive politics of filmmakers from Clarence Brown and Oscar Micheaux, to Melvin Van Peebles, Charles Burnett and Ivan Julien.
Credits: 3
On Occasion

MA 213 Philosophical Investigations Through Film
This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films (Same as MA 213.)

MA 222 Mass Communications and New Media in Society
Intensive, multi-faceted approach to the mass media and new media as systems of communication and as their social and psychological influences on society. Consideration of functions and media ethics and responsibilities. Study of research methodologies and the communications field. Readings and discussions.
Credits: 3
On Occasion

MA 233 Music Theory for Producers
A comprehensive knowledge of music composition is extremely beneficial to today's music producer. This course examines the fundamentals of music and how it works. Music composition topics will be covered such as rhythm, melody, harmony, intervals, chord progressions, structure, and instrumentation. In addition, students will have the opportunity to improve their music writing skills through hands-on use of software like Apple's Logic Audio and Propellerhead's Reason. This course is suitable for students who want to expand their knowledge of music creation and production.
Credits: 3
On Occasion

MA 239 Survey of Computer Art
A New Media theory class in Computer Art, this class will chronologically span the pioneering efforts of the first generation of computer artists to the latest in Internet and computer installations. Class sessions will include lectures, in-class presentations, and on-site gallery and museum exhibitions. Lively theoretical papers and discussions will be required. Fulfill's LIU Brooklyn’s Writing Intensive (W.I) requirement.
Credits: 3
Annually

MA 240 Computer Art Thesis I
Prerequisite: Completion of 98 credits. Offered every Fall. This is a required senior year class for all BFA in Computer Art majors. It is designed to help students conceive, research, design and create full pre-production of a computer art project for public exhibition.
Credits: 3
Every Fall, Spring and Summer

MA 241 Computer Art Thesis II
Prerequisite: MA 240. Offered every Spring. Upon completion of MA 240 Thesis I, students are paired with specialized faculty for the creation and production of computer art projects. Computer Art projects will be publicly exhibited and screened at the Thesis Exhibition.
The prerequisite of MA 240 is required or permission of the Instructor.
Credits: 3
Every Fall, Spring and Summer

MA 257 The Music Business
A look at the musician/performer in today's business world: record production, music publishing, the concert and gig scene, copyrights, contracts, and career promotion.
Credits: 3
Every Fall and Spring

MA 264 New Art City
Through art gallery and museum visits, slides and videos, an exploration of the wide variety of styles and meanings within contemporary art and the varied intentions of contemporary artists. Selected developments from Abstract Expressionism to the present, including Pop, Minimal, Conceptual, Performance and Neo-Expressionist art are examined.
Credits: 3
Every Spring

MA 275 Advanced 3D Modeling Workshop
An advanced class in 3D Modeling using Maya, students learn and work with modeling techniques for screen and print. Topics and techniques covered include object and architectural modeling and organic modeling using Polygons, NURBs and Subdivision Surfaces.
The prerequisite of MA 124 is required.
Credits: 3
Rotating Basis

MA 1012 Audio Production II
Audio Production II is an advanced audio production class dealing with intensive remote sound recording techniques for ENG/EFP video, film, and radio. Workshops will include advanced application and techniques for single-microphone and multi-microphone mixes. Topics will include boom operation, time code, music playback, multi-track recording for narration, dialogue and music, Foley artist, FX recording, stereo recording and sound editing.
The prerequisite of MA 101 is required.
Credits: 3
Rotating Basis

MA 1032 Television Production III
An advanced course expanding the techniques and application of TV studio production covered in Television Production II. Students focus on producing and directing scripted studio productions such as TV dramas and news programs.
The prerequisite of MA 103 is required.
Credits: 3
Rotating Basis

MA 1081 Video Workshop II
This is an intermediate level course that will expand upon the information and material covered in MA 106, Video Workshop I. It is designed to assist students in the exploration of more sophisticated
video production aesthetics, concepts and technologies, which will include Nonlinear Editing (Final Cut Express), Production Structure Lighting, Sound and Directing. Class members will practice and refine their production skills by completing a series of creative and challenging projects. (Formerly MA 108.) Prerequisite: MA 106. 

MA 1272 Arts Management
Incorporating on-site visits to off-campus arts institutions, these courses introduce the basic principles of the business of setting up, operating and managing galleries, museums, educational arts organizations, cultural institutions, theatres, studios and groups of many types. Internships may be arranged upon completion of these courses.

Credits: 3

On Demand

MA 1272 Arts Management
Incorporating on-site visits to off-campus arts institutions, these courses introduce the basic principles of the business of setting up, operating and managing galleries, museums, educational arts organizations, cultural institutions, theatres, studios and groups of many types. Internships may be arranged upon completion of these courses.

Credits: 3

On Demand

MA 1281 Introduction to Color Photography
(Same as ART 128.1) An exploration of color theory, film and darkroom techniques in printing color photographs. (Students must have a 35 mm camera with manual controls.) 

Prerequisite of MA 115/ART 115 is required.

Credits: 3

On Demand

MA 1281 Introduction to Color Photography
(Same as ART 128.1) An exploration of color theory, film and darkroom techniques in printing color photographs. (Students must have a 35 mm camera with manual controls.) 

Prerequisite of MA 115/ART 115 is required.

Credits: 3

On Demand

MA 1282 Art Management
Incorporating on-site visits to off-campus arts institutions, these courses introduce the basic principles of the business of setting up, operating and managing galleries, museums, educational arts organizations, cultural institutions, theatres, studios and groups of many types. Internships may be arranged upon completion of these courses.

Credits: 3

On Demand

MA 1341 3D Computer Graphics I
An introductory level class in 3D Computer Graphics for film, video, games, print and the Web. Students will learn basic modeling, texturing, scene design, digital cinematography and rendering using the latest hardware and software in the field. This class is a prerequisite for the 3D Animation, (MA 134.2) class, which is offered in the Spring. (Same as ART 124.3.) 

Prerequisite of MA 124 is required.

Credits: 3

Every Fall

MA 1342 3D Computer Animation
Prerequisites: MA 124, 134.1. Offered on occasion. An introduction to the fundamentals of three-dimensional computer animation for film/television, print, video games and interactive media. Students learn and work with techniques in basic animation, morphing, inverse/forward kinematics, SFX, motion path editing and procedural animation, motion path animation, character animation, and special effects animation. 

Prerequisites of MA 124 and MA 1341 are required.

Credits: 3

Every Spring

MA 1361 World Wide Web Publishing I
An introduction to the basic principles of Web page design and production. Students work with the most widely used graphics, authoring and HTML editing software packages in the industry. Students conceive and design their own Internet-ready Web site. (Formerly MA 136.) Prerequisite: MA 124.

The pre-requisite of MA 124 is required.

Credits: 3

Annually

MA 1362 World Wide Web Publishing II
An advanced-level workshop dealing with mastery of topics covered in MA 136.1 such as concept development, creative design and media authoring. Special topics include: advanced techniques for image processing, interface design, the latest WEB authoring software. Students are encouraged to explore and apply critical concepts in interactive design, and use conceptual approaches to solve interface design problems. Prerequisite: MA 136.1. 

Prerequisite of MA 1361 is required.

Credits: 3

On Occasion

MA 1482 Advanced Playwriting
A continuation of THE 122.1 that leads to the development of a full-length play or two one-act plays. (Same as MA 148.2.) 

Prerequisite of THE 122.1/MA 1482 is required.

Credits: 3

Every Spring

MA 1531 Public Relations I Introduction
(Same as Media Arts 153.1) Public relations principles and practices with special attention to theory, function, ethics, audience analysis and related communications skills. Also, public relations research, planning and development. Case histories and term projects familiarize students with the public relations activities of organizations such as corporations, governmental agencies, medical centers and nonprofit agencies. (Same as Media Arts 153.1) 

Credits: 3

Every Spring

MA 1532 Public Relations II Case Studies
Exploration of the principles of strategic planning and persuasion, the creation of audiences, media placement, and the development of publicity campaigns. Review of various internal publications with attention to their design, content and persuasive capabilities. Time is devoted to practical applications and case studies. (Same as Media Arts 153.2) 

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

MA 1561 Video Journalism I
An intermediate course that trains students to function as video journalists, integrating television production with newswriting skills. Using a digital camcorder and nonlinear editing equipment, students learn both the technical and the aesthetic aspects of ENG shooting and how to combine in-class news acquisition principles with field application. (Same as Media Arts 156.1) 

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

Credits: 3

Brooklyn Campus of Long Island University Undergraduate Bulletin 2011 - 2012
MA 1562 Video Journalism II
An advanced course building on the skills learned in Video Journalism I for mastery of technique. Students produce broadcast-quality video news packages for local television stations.
(Same as Media Arts 156.2)
Pre-requisite of JOU 1561/MA 1561 is required.
Credits: 3
Every Spring

MA 1581 On-Camera Performance I
An introduction to the practice and principles of on-camera performance for broadcast and film media. Using closed-circuit television interactively, students work on exercises in acting, news reading, interviewing and standup reporting. Professional guest speakers share experiences. (Formerly MA 158.) (Same as THE 139.1.) Prerequisite: MA 159.1 or THE 125.1 or permission of instructor.
Credits: 3
On Demand

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. (Same as THE 139.2.)
The prerequisite of MA 1581 / THE 139.1 is required or permission of the Department.
Credits: 3
Rotating Basis

MA 1583 On-Camera Performance III
An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 158.2. Emphasis is on audition technique and creating monologues. Three credits. (Same as THE 139.3)
The prerequisite of MA 1582 / THE 139.2 is required or permission of the Department.
Credits: 3
Rotating Basis

MA 1585 Comm/Voice Over Perf
workshop
Credits: 3
On Occasion

MA 1591 Acting I
An introductory study of acting, including acting exercises, analysis and interpretation of roles, and improvisations. Each student prepares and performs various acting exercises and a minimum of one dramatic monologue. In addition, each student rehearses and performs in a scene consisting of two or more characters. (Same as MA 159.1.)
Credits: 3
Every Fall and Spring

MA 1592 Acting II
A continuation of THE 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments. (Same as MA 159.2.)
Pre-requisite of THE 1251/MA 1591 is required.
Credits: 3
Every Fall and Spring

MA 1593 Acting III Rehearsal and Performance: Modern Scene Study
An investigation of rehearsal procedure, including character and script analysis, and a final emphasis on techniques of scene performance. Students are required to see two plays and write a critique of each. (Same as MA 159.3.)
The prerequisites of THE 1251 and THE 1252 are required.
Credits: 3
Every Fall

MA 1594 Period Acting Styles: Acting the Classics
Students analyze theories and develop techniques for interpretation of drama and comedy from the point of view of a classical actor. The course explores and investigates the rehearsal procedure, character development and script analysis of classical texts. (Same as MA 159.4.)
The prerequisite of THE 1253 / MA 1593 is required.
Credits: 3
Every Spring

MA 1601 Directing I
The study and practice of directing for the theatre, emphasizing play selection and analysis, casting, rehearsal procedure, and the relationship of the director to the actor. Students learn staging in different performance environments. (Same as MA 160.1.) Prerequisite: THE 1251/MA 1591, THE 1252/MA 1592 or the permission of the instructor.
Credits: 3
Every Fall

MA 1602 Directing II
A continuation of THE 120.1 through the examination of varied styles of directing in the theatre - the Stanislavsky approach, the Brechtian alienation concept, and recent improvisational and experimental techniques. Students direct a one-act play. (Same as MA 160.2.)
The prerequisite of THE 1201/MA 1601 is required.
Credits: 3
Every Spring
**DANCE PROGRAM**

The Dance Program is a modern-based dance program offering rigorous, conservatory-style training for those interested in pursuing careers as professional dancers. The B.F.A. degree program provides a foundation in ballet, modern and post-modern dance techniques. The B.S. degree program is designed to meet the artistic and academic needs of students who want to double major or work in complementary fields. Additionally, our singular Dance Wellness program has put the department at the forefront of dance medicine.

Small class sizes provide majors with individualized attention from professional faculty, drawn from New York’s finest dance companies. Students learn and perform historic and contemporary repertory from professional guest artists and faculty.

**B.S. in Dance**

Dance Bachelor of Science Major Requirements

Major Grade Point Average 2.75 Major GPA Required.

**Dance BS Major Requirements**

To fulfill this requirement the following 17 courses must be completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>DNC 100</td>
<td>2.00</td>
</tr>
<tr>
<td>DNC 121</td>
<td>2.00</td>
</tr>
<tr>
<td>DNC 160</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 170</td>
<td>2.00</td>
</tr>
<tr>
<td>DNC 206</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 1031</td>
<td>3.00 (Level 1.1)</td>
</tr>
<tr>
<td>DNC 1041</td>
<td>3.00 (Level 1.2)</td>
</tr>
<tr>
<td>DNC 1051</td>
<td>3.00 (Level 2.1)</td>
</tr>
<tr>
<td>DNC 1061</td>
<td>3.00 (Level 2.2)</td>
</tr>
<tr>
<td>DNC 1081</td>
<td>3.00 (Beginning Ballet Level 2.1)</td>
</tr>
<tr>
<td>DNC 1082</td>
<td>3.00 (Beginning Ballet Level 2.2)</td>
</tr>
<tr>
<td>DNC 151</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 152</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 153</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 154</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 251</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 252</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**DNC 215B Repertory and Ensemble**

2.00

**World Forms**

The following two (2) courses must be completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 2181</td>
<td>3.00 (World Dance: African Diaspora)</td>
</tr>
<tr>
<td>DNC 2182</td>
<td>3.00 (Advanced World Dance: African Diaspora)</td>
</tr>
</tbody>
</table>

**Bachelor of Science Core Requirements**

**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses are:**

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 01 Developmental Skills Mathematics 01
- DSM 09 Developmental Skills Mathematics 09
- ENG 13 English Composition
- ENG 14 English Composition

**Core Curriculum Requirements**

**English Composition Core Requirement - Three credits from the following**

- ENG 16 English Composition
- ENG 16X English Composition for Nonnative Speakers

**Core Seminar Requirement**

- COS 50 Idea Of The Human

**Speech Core Requirement**

- SPE 3 Oral Communication

**English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)**

- ENG 61 European Literatures I
- ENG 62 European Literatures II
- ENG 63 American Literatures
- ENG 64 Non-Western Literatures
- HEG 21 Literature of the Human Imagination
- HEG 22 English Literature of the Human Imagination

**Philosophy Core Requirement**

- PHI 61 Philosophical Explorations I
- PHI 62 Philosophical Explorations II
## History Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Science Core - Dance BS Students must do BIO 3, Phy 20 and the BIO 131 ancillary requirement (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 20</td>
<td>The Physical Universe</td>
<td>4.00</td>
</tr>
</tbody>
</table>

## Mathematics Core Requirement - One course from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Orientation Seminar Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS 1</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
</tbody>
</table>

## Liberal Arts and Science Foreign Language Core Curriculum Requirements

- Must complete 6 credits in one of the foreign language disciplines listed below. (a student must be a member of the Honors Program to take HSS 21 and HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 11</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 12</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 11</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 12</td>
<td>Introductory French II</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Foreign Language Core French - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>HLS 22</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Foreign Language Core Italian - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## B.F.A. in Dance

### Bachelor of Fine Arts Core Requirements

#### Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

#### The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills in Mathematics 01</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills in Mathematics 09</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Bachelor of Fine Arts Core Curriculum Requirements

- English Composition Core Requirement - One course from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
</tbody>
</table>

- Core Seminar Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Speech Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## English Literature Core Requirement - Three credits from the following (a student must be a member of the Honors Program to take HEG 21 and HEG 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Philosophy Core Requirement - Three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## History Core Requirement - Three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Social Science Core Requirement - Six credits from the following (a student must be a member of the Honors Program to take HSS 21 and HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Science Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Orientation Seminar Core Requirement
OS 1 The University: 1.00 Discovery and Change

Dance Bachelor of Fine Arts Major Requirements
Major Grade Point Average
2.75 Major GPA Required.

Brooklyn Dance BFA Major Requirements
The following thirty eight (39) courses must be fulfilled:

- DNC 100 Freshman Seminar: 2.00 Dance Literacy
- DNC 121 Improvisation 2.00
- DNC 122 Choreography 1 2.00
- DNC 131 Ballet. Level 3.1 (BFA first level) 3.00
- DNC 132 Ballet. Level 3.2 3.00
- DNC 133 Ballet. Level 4.1 3.00
- DNC 134 Ballet. Level 4.2 3.00
- DNC 141M Modern Technique: Level 3.00 3.1A (BFA First Level)
- DNC 142M Modern Technique: Level 3.00 3.2A
- DNC 143M Modern Technique: Level 3.00 4.1A
- DNC 144M Modern Technique Level 3.00 4.2A
- DNC 145 Modern Technique Level 2.00 3.1B
- DNC 146 Modern Technique Level 2.00 3.2B
- DNC 147 Modern Technique Level 2.00 4.1B
- DNC 148 Modern Technique Level 2.00 4.2B
- DNC 152 Dance Wellness 1.2 1.00
- DNC 153 Dance Wellness Level 2.1 1.00
- DNC 154 Dance Wellness Level 2.2 1.00
- DNC 160 Music for Dance 3.00
- DNC 170 Introduction to Design and Production for Dance 2.00
- DNC 205 Dance History 3.00
- DNC 206 Contemporary Dance History and Criticism 3.00
- DNC 215A Dance Ensemble 1.00
- DNC 215B Dance Ensemble 1.00
- DNC 231 Ballet. Level 5.1 2.00
- DNC 232 Ballet. Level 5.2 2.00
- DNC 233 Ballet Level 6.1 2.00
- DNC 234 Ballet Level 6.2 2.00
- DNC 241M Modern Technique Level 5.1A 3.00
- DNC 242M Modern Technique Level 5.2A 3.00
- DNC 243M Modern Technique Level 6.1A 3.00
- DNC 244M Modern Technique Level 6.2A 3.00
- DNC 245 Modern Technique Repertory Level 5.1B 3.00
- DNC 246 Modern Technique/Repertory Level 5.2B 3.00
- DNC 247 Modern Technique/Repertory Level 6.1B 3.00
- DNC 248 Modern Technique/Repertory Level 6.2B 3.00
- DNC 251 Dance Wellness. Level 3.1 1.00
- DNC 252 Dance Wellness Level 3.2 1.00
- DNC 221 2.00 credits is also required
- The following one (1) course must be fulfilled:
  - DNC 210 Kinesiology for Dancers 3.00
- or Sports Science 151
- The following one (1) course must be fulfilled:
  - DNC 151 Dance Wellness 1.1 1.00

Ancillary Requirement

The following one (1) course must be fulfilled:

- BIO 131 Human Anatomy 4.00

B.F.A. in Music (Jazz Studies)

Bachelor of Fine Arts Core Requirements

Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

- DSM 01 Developmental Skills Mathematics 01 0.00
- DSM 09 Developmental Skills Mathematics 09 0.00
- ENG 13 English Composition 3.00
- ENG 14 English Composition 3.00

Bachelor of Fine Arts Core Curriculum Requirements

English Composition Core Requirement - One course from the following

- ENG 16 English Composition 3.00
- ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement

- COS 50 Idea Of The Human 3.00

Speech Core Requirement

- SPE 3 Oral Communication 3.00

English Literature Core Requirement - Three credits from the following (a student must be a member of the Honors Program to take HEG 21 and HEG 22)

- ENG 61 European Literatures I 3.00
- ENG 62 European Literatures II 3.00
- ENG 63 American Literatures 3.00
- ENG 64 Non-Western Literatures 3.00
- HEG 21 Literature of the Human Imagination 3.00
- HEG 22 English Literature of the Human Imagination 3.00

Philosophy Core Requirement - Three credits from the following

- PHI 61 Philosophical Explorations I 3.00
- PHI 62 Philosophical Explorations II 3.00

History Core Requirement - Three credits from the following

- HIS 1 History of Civilizations to 3.00 1500
- HIS 2 History of Civilizations Since 1500 3.00

MUSIC

Versatility is the hallmark of the undergraduate music degree programs at Long Island University's Brooklyn Campus. Degrees offered include: B.A. in Music, Applied or Music Theory, B.S. in Music Education in Urban Schools and a B.F.A. in Jazz Studies. Students can also choose to include other academic concentrations such as media arts, education or business in their course of study. In all programs, a strong academic foundation is provided by the diverse core curriculum of the Brooklyn Campus.

Music majors have the opportunity to learn from a diverse group of professional musicians who live and perform in New York City and the surrounding area – the entertainment and music mecca of the world. The world's leading jazz professionals participate in the Jazz Studies program as class instructors, ensemble directors, clinicians and private teachers.
### Social Science Core Requirement - Three credits from the following (a student must be a member of the Honors Program to take HSS 21 and HSS 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
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<td>HSS 22</td>
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<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

### Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Introduction to Visual Art</td>
</tr>
<tr>
<td>DNC 61</td>
<td>Dance Through Time</td>
</tr>
<tr>
<td>HAR 21</td>
<td>Art, Music, and Dance in Social Context</td>
</tr>
<tr>
<td>HAR 22</td>
<td>Art, Music, and Dance in Social Context</td>
</tr>
<tr>
<td>THE 61</td>
<td>The Theatrical Vision</td>
</tr>
</tbody>
</table>

### Science Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 20</td>
<td>The Physical Universe</td>
</tr>
</tbody>
</table>

### Mathematics Core Requirement - One course from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
</tr>
</tbody>
</table>

### Foreign Language Core Requirement

Must complete 3 credits from SPA, FRE or ITL 11. An additional 3 credits from SPA, FRE or ITL 12 is optional. Orientation Seminar Core Requirement - OS1

Music BFA Jazz Studies Major

To fulfill this requirement the following 15 courses must be completed

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 3</td>
<td>Ear Training/Musicianship I</td>
</tr>
<tr>
<td>MUS 4</td>
<td>Ear Training/Musicianship II</td>
</tr>
</tbody>
</table>

### Mathematics Core Requirement - Three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 106</td>
<td>Jazz History</td>
</tr>
<tr>
<td>MUS 107</td>
<td>Traditional Music History I</td>
</tr>
<tr>
<td>MUS 108</td>
<td>Traditional Music History II</td>
</tr>
<tr>
<td>MUS 131</td>
<td>Harmony/Counterpoint I</td>
</tr>
<tr>
<td>MUS 132</td>
<td>Harmony/Counterpoint II</td>
</tr>
<tr>
<td>MUS 161</td>
<td>Jazz Theory/Improvisation I</td>
</tr>
<tr>
<td>MUS 162</td>
<td>Jazz Theory/Improvisation II</td>
</tr>
<tr>
<td>MUS 163</td>
<td>Jazz Theory/Improvisation III</td>
</tr>
<tr>
<td>MUS 164</td>
<td>Jazz Theory/Improvisation IV</td>
</tr>
<tr>
<td>MUS 165</td>
<td>Jazz Ear Training I</td>
</tr>
<tr>
<td>MUS 166</td>
<td>Jazz Ear Training II</td>
</tr>
<tr>
<td>MUS 123</td>
<td>Ensemble</td>
</tr>
<tr>
<td>MUS 125</td>
<td>University Chorus</td>
</tr>
<tr>
<td>MUS 115</td>
<td>Private Instruction</td>
</tr>
<tr>
<td>MUS 116</td>
<td>Private Instruction</td>
</tr>
</tbody>
</table>

(Students must be enrolled in MUS 123 or MUS 125 each semester, as the course requirement)

**Recommended Music Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 127</td>
<td>Conducting</td>
</tr>
<tr>
<td>MUS 170</td>
<td>Jazz Clinic</td>
</tr>
<tr>
<td>MUS 175</td>
<td>Digital Audio I</td>
</tr>
<tr>
<td>MUS 176</td>
<td>Digital Audio II</td>
</tr>
<tr>
<td>MUS 180</td>
<td>Music Business</td>
</tr>
</tbody>
</table>

Students may take private instruction with more than one instructor.

**Digital Audio (Media Arts) courses will satisfy the distribution requirement of 6 credits in one area of upper level courses.**

***Students may be required to take Music 3 and 4 before Music 161 Jazz Theory & Improv. and 165 Jazz Ear Training.***

### B.S. in Music Education in Urban Schools

#### Bachelor of Science Core Requirements

**Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses are:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
</tr>
</tbody>
</table>

### Core Curriculum Requirements

**English Composition Core Requirement - One course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
</tr>
</tbody>
</table>

**Core Seminar Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
</tr>
</tbody>
</table>

**Speech Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
</tr>
</tbody>
</table>

**English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
</tr>
</tbody>
</table>

**Philosophy Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
</tr>
</tbody>
</table>

**History Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
</tr>
</tbody>
</table>

**Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
</tr>
</tbody>
</table>
### Foreign Language Core Curriculum Requirements - Three credits from the following (a student must be in the Honors Program to take the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF 21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF 22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Music Department Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 2</td>
<td>Music Fundamentals</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 3</td>
<td>Ear Trng/Musicianship I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 4</td>
<td>Ear Trng/Musicianship II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 107</td>
<td>Trad. Music History I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 108</td>
<td>Trad. Music History II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 109</td>
<td>Mthsds Tching Music Ele</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Mthsds Tching Music Sec</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 131</td>
<td>Harmony &amp; Counterpoint I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 132</td>
<td>Harmony &amp; Counterpoint II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 133</td>
<td>Harmony &amp; Counterpoint III</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 134</td>
<td>Harmony &amp; Counterpoint IV</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 123J</td>
<td>Ensemble</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 125</td>
<td>University Chorus</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 115</td>
<td>Private Instruction</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 116</td>
<td>Private Instruction</td>
<td>1.00</td>
</tr>
</tbody>
</table>

### Recommended Music Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 127</td>
<td>Conducting</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 170</td>
<td>Jazz Clinics</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 175</td>
<td>Digital Audio I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 176</td>
<td>Digital Audio II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 180</td>
<td>Music Business</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAL 201</td>
<td>Teaching: Imagine The Possibilities</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 301</td>
<td>Observing, Describing Children</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 350</td>
<td>The Developing Child</td>
<td>4.00</td>
</tr>
<tr>
<td>TAL 351</td>
<td>Language &amp; Literacy I</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 352</td>
<td>Sociology &amp; Education</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 406</td>
<td>Health Ed. For Teachers</td>
<td>1.00</td>
</tr>
</tbody>
</table>

---

**Core Curriculum Requirements: 32 core credits required for graduation.** Students may take private instruction with more than one instructor. Digital Audio (Media Arts) courses will satisfy the distribution requirement of 6 credits in one area of upper level courses. **State-Mandated Training:** Students must also complete the ALCX 702-704 non-credit workshops offered through the School of Continuing Studies or present proof of equivalent training elsewhere. **Test Preparation:** Students are encouraged to take TAL 339 to help prepare for the Liberal Arts and Sciences Test (LAST) of the New York State Certification Test (NYCTCE), a prerequisite for student-teaching, during the Children, Language and Society Block.

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**B.A. in Applied Music**

### Bachelor of Arts Core Requirements

**Skills/Proficiency Requirements**

Completion of the skills/competency courses listed in the undergraduate bulletin depends solely on placement examination.

### The Skills Proficiency Courses are:

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 01 Developmental Skills Mathematics 01
- DSM 09 Developmental Skills Mathematics 09
- ENG 13 English Composition 3.00
- ENG 14 English Composition 3.00

### Bachelor of Arts Core Curriculum Requirements

**English Composition Core Requirement - Three credits from the following**

- ENG 16 English Composition 3.00
- ENG 16X English Composition for Nonnative Speakers 3.00

**Core Seminar Requirement**

- COS 50 Idea Of The Human 3.00

**Speech Core Requirement**

- SPE 3 Oral Communication 3.00
### Philosophy Core Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH1</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PH2</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### History Core Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL1</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART61</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC61</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR21</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>HAR22</td>
<td>Art, Music, and Dance in Social Context</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS61</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE61</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Science Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO22</td>
<td>Biology and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM21</td>
<td>Chemistry and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY20</td>
<td>The Physical Universe</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Mathematics Core Requirement - One course from the following

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Orientation Seminar Core Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS1</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
</tbody>
</table>

### Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

#### Foreign Language Core Spanish

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA11</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA12</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Foreign Language Core French

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE11</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE12</td>
<td>Introductory French II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Foreign Language Core Italian

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL11</td>
<td>Introductory Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL12</td>
<td>Introductory Italian II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS21</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>HLS22</td>
<td>Honors Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Foreign Language Core Honors French - A student must be in the Honors Program to take the following

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLF21</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
<tr>
<td>HLF22</td>
<td>Honors French</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Music Departmental Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS2</td>
<td>Music Fundamentals</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS3</td>
<td>Ear Trng/Musicianship I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS4</td>
<td>Ear Trng/Musicianship II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS107</td>
<td>Trad. Music History I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS108</td>
<td>Trad. Music History II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS131</td>
<td>Harmony &amp; Counterpoint I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS132</td>
<td>Harmony &amp; Counterpoint II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS133</td>
<td>Harmony &amp; Counterpoint III</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Recommended Music Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS127</td>
<td>Conducting</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS170</td>
<td>Jazz Clinics</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS175</td>
<td>Digital Audio I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS176</td>
<td>Digital Audio II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS180</td>
<td>Music Business</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### THEATRE

Students interested in pursuing a concentration in theatre, must consult with the theatre program coordinator and department chair regarding class selection and graduation requirements.
Dance Courses

DNC 1 Introduction to Modern Dance 1
A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course. Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. (Same as PE 58.) May be taken twice for credit.
Credits: 3
Every Fall and Spring

DNC 2 Introduction to Modern Dance 2
A continuation of DNC 1, with an increased emphasis on technique. Three hours. May be taken twice for credit.
Pre-Requisite of DNC 1 is required.
Credits: 3
Every Spring

DNC 13A Step Aerobics
Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better fitness and well-being. Personal journals are kept. (Same as PE 13A) Prerequisite: Doctor's permission. May be taken twice for credit.
Credits: 3
Alternate Years

DNC 14 Beginning Aerobic Dance 2
A continuation of DNC 13. Three hours. (Same as PE 14) May be taken twice for credit.
Pre-Requisite of DNC 13/PE 13 is required.
Credits: 3
Alternate Years

DNC 14A Step Aerobics 2
A continuation of DNC 13A; aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility, and balance for overall better physical fitness and well-being. May be taken twice for credit.

The pre-requisite of DNC 13A is required.
Credits: 3
Alternate Years

DNC 61 Dance Through Time
A look at dance in its time and place, with an eye to simultaneous development of corresponding art forms, lifestyles and government involvement in the arts. A survey is offered of the many forms that dance encompasses through an understanding of style, content, and time and place of origin. Most lectures will be accompanied by slides or videotapes or both. Satisfies the core requirement for Richard L. Conolly and Students.
Credits: 3
Every Fall and Spring

DNC 100 Freshman Seminar Dance Literacy
The freshman seminar in dance introduces dance majors to an all-inclusive view of the world of dance, including exposure to the language and aesthetic principles of dance, a historical perspective with particular reference to the twentieth and twenty-first century, the language of the theater, and the various kinds of theaters in which dance is performed. The purpose of DNC 100 is to introduce primary materials with which to develop analytical skills of interpretation and inquiry. The course will include attendance at various dance performances and opportunities to meet professional dancers and choreographers. Two hours. Plus additional hours. Required of all dance majors.
The student must be a Dance major in order to register for the course.
Credits: 2
Every Fall

DNC 121 Improvisation
Students are introduced to the principles and practices of improvisation. Various structures will be presented to serve students in their exploration of physical, vocal and rhythmic expression. Tasks are presented using a variety of improvisational forms such as Laban/Bartenieff movement analysis, theatrical drills, musical interpretation, to name a few. The focus of the course is to guide the students' discovery of their individual movement language and to expand their movement vocabulary. They are challenged to find new ways of thinking about time, space, effort, and dynamic quality. This course requires individual as well as group problem solving. Emphasis is on the development of skills involving timing, nuances of energy, and the dancers' relationship to the surrounding space and to each other. Required of all dance majors. Three hours, plus lab.
The student must be a Dance major in order to register for the course.
Credits: 2
Every Spring

DNC 122 Choreography 1
While this course continues using improvisation, it emphasizes choreographic forms and structures.

The pre-requisite of DNC 121 is required and the student must be a Dance major.
Credits: 2
Every Fall

DNC 131 Ballet. Level 3.1 (BFA first level)
This course presents the basic tenets and principles of ballet technique. There is strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. Classes will include barre and center work, including port de bras, adagio, turns, petit allegro, and grand allegro. Combinations will become increasingly complex, and the correlation between barre and center work is consistently explored. Students demonstrate the following: ability to pick up patterns; understanding of most commonly used terminology; increasingly correct placement (bio-mechanically). Reading and video assignments include written requirements. This course completes the minimum requirement for students in the B.S. in Dance program. Required of all B.F.A. dance majors. Seven and one-half hours. Requirements: Audition to begin the B.F.A. program. B.S. students must complete two years of ballet or demonstrate technical ability in a placement class to enter this level. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The pre-requisite of DNC 1082 is required and the student must be a Dance major in the BS program.
Credits: 3
Every Fall

DNC 132 Ballet. Level 3.2
DNC 132 is the continuation of DNC 131 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Visual and written assignments will be made. This course completes the minimum requirement for students in the B.S. in Dance program. Required of all B.F.A. dance majors. Seven and one-half hours. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The pre-requisite of DNC 131 is required and the
student must be a Dance major.
Credits: 3
Every Spring

DNC 133 Ballet. Level 4.1
Students will be required to demonstrate strong evidence of good alignment, musculature, and increased verbal and movement vocabulary.
Continuation of DNC 132. Required of all B.F.A. dance majors. Seven and one-half hours. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The prerequisite of DNC 132 is required and the student must be a Dance major.
Credits: 3
Every Fall

DNC 134 Ballet. Level 4.2
Continuation of DNC 133 with increasingly difficult barre and center work. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Required of all B.F.A. dance majors. Seven and one-half hours. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The prerequisite of DNC 133 is required and the student must be a Dance major.
Credits: 3
Every Spring

DNC 141M Modern Technique Level 3.1A (BFA first level)
This course represents the first semester in the freshman classic modern techniques series. This is part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in Dance 141M-142M (Freshman-Fall, Spring); another modern technique will be taught in DNC 143M-144M (Sophomore-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Prerequisite: DNC 141M. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The prerequisite of DNC 141M is required and the student must be a Dance major.
Credits: 3
Every Spring

DNC 142M Modern Technique Level 3.2A
DNC 142M is the continuation of DNC 141M with an increase in the level of the technique being studied. Visual and written assignments are made. This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman-Fall, Spring); one technique will be taught in 143M-144M (Sophomore-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Prerequisite: DNC 141M. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The prerequisite of DNC 141M is required and the student must be a Dance major.
Credits: 3
Every Fall

DNC 143M Modern Technique Level 4.1A
This course represents the first semester in the sophomore modern techniques series. This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman-Fall, Spring); one technique will be taught in 143M-144M (Sophomore-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The prerequisite of DNC 142M is required and the student must be a Dance major.
Credits: 3
Every Fall

DNC 144M Modern Technique Level 4.2A
DNC 144M is a continuation of DNC 143M with an increase in the level of the technique being studied. Visual and written assignments are made. This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman-Fall, Spring); one technique will be taught in 143M-144M (Sophomore-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The prerequisite of DNC 141M or the prerequisite of DNC 1061 is required and the student must be a Dance major.
Credits: 3
Every Fall
must be a Dance major.
Credits: 2
Every Fall

DNC 146 Modern Technique Level 3.2B
DNC 146 is the continuation of Dance 145 with an increase in the level of the technique being studied. Visual and written assignments are made. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen-Fall, Spring); another modern technique will be taught in 147-148 (Sophomores-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The corequisite of Dance 145M is required and the student must be a Dance major.
Credits: 2
Every Fall

DNC 148 Modern Technique Level 4.2B
Dance 148 is the continuation of Dance 147 with an increase in the level of the technique being studied. Visual and written assignments are made. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in Dance 145-146 (Freshmen-Fall, Spring); another modern technique will be taught in 147-148 (Sophomores-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department.
The corequisite of Dance 147M is required and the student must be a Dance major.
Credits: 2
Every Fall

DNC 152 Dance Wellness 1.2
During the spring semester, dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Pilates mat work, Hatha yoga, and Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The corequisite of Dance 132 or 142M is required. The prerequisite of DNC 151 is required and the student must be a Dance major.
Credits: 1
Every Spring

DNC 153 Dance Wellness Level 2.1
A continuation of Dance 151. Two hours plus three individual meetings with the instructor throughout the semester. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The prerequisite of DNC 152 is required and the student must be a Dance major.
Credits: 1
Every Fall

DNC 154 Dance Wellness Level 2.2
A continuation of Dance 152. Two hours plus three individual meetings with the professor throughout the semester. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
The prerequisite of DNC 153 is required and the student must be a Dance major.
Credits: 1
Every Spring

DNC 160 Music for Dance
Dance 160 is a comprehensive exploration of music focusing on the analysis and appreciation of music in relation to movement and performance. Studies will include development of a music vocabulary, identification of music structures, understanding the use of dynamics, quality and tempo, and the recognition of rhythmic components in music including the use of meter, subdivision and time and counting techniques. Also included is the study of significant examples of historic through contemporary western and non-western music for choreography. Such material support the dancer’s musicality as a performer and give the choreographer a broad musical background to inform creative choices. Three hours. Formerly DNC 115.1 and DNC 220. Required of all dance majors. May be taken twice for credit.
The prerequisite of Dance 103.1 or 131 is required and the student must be a Dance major.
Credits: 3
Every Spring

DNC 170 Introduction to Design and Production for Dance
This class will examine the major components of lighting and stage design and compare them to the elements of choreography. Ultimately students will come away with an understanding of how much...
dances can be enhanced by lighting design and have acquired a vocabulary to communicate with designers. This class also provides an overview of many of the elements of theatre production jobs and their responsibilities. The class will provide an introduction to costume and scenic design, a comprehensive workshop in hair and makeup for the student and a relatively in-depth investigation of lighting design. Two hours. (Formerly DNC 129 and DNC 130) Required of all dance majors. May be taken twice for credit. The student must be a Dance major in order to register for the course. Credits: 3

Every Fall

DNC 205 Dance History

The study of dance as a cultural form and its development as a performing art from medieval times until the nineteenth century. Western and non-Western forms are studied and researched to facilitate a global understanding of the foundations of dance as an art form. Three hours. (Same as PE 168.) Required of all B.F.A. majors. DNC 205 is a Writing Across the Curriculum Course. The prerequisite of DNC 100 is required and the student must be a Dance major. Credits: 3

Alternate Fall

DNC 206 Contemporary Dance History and Criticism

A study of the development of dance and dance criticism in the twentieth century, including the birth of modern dance and the development of ballet in America. The influences of ethnic dance on concert dance. Students develop critical skills of observation. Three hours. Required of all dance majors. DNC 206 is a Writing Across the Curriculum course. The prerequisite of DNC 100 is required and the student must be a Dance major. Credits: 3

Alternate Spring

DNC 210 Kinesiology for Dancers

An in-depth analysis of the human musculoskeletal system to provide an understanding of movement to augment training. Areas of exploration include, but not limited to, the following: functional anatomical review of the musculoskeletal system, physiological review of the muscle morphology, kinesiological examination of movement patterns and configurations common in dance movement vocabulary, biomechanical examination of musculoskeletal system response to stress and injury, and psychokinetic evaluation of movement training and conditioning. Three hours. Required of all dance majors. The prerequisite of BIO 131 is required and the student must be a Dance major. Credits: 3

Alternate Fall

DNC 211 Body Conditioning: Pilates Mat

The purpose of this course is to develop in the student an awareness of the body through healthy and safe methods of working out. Developing strength, balance, flexibility and alignment as well as improved body tone is an intrinsic goal. Techniques and tools may vary. Two hours. May be taken twice of credit. Credits: 1

Every Fall and Spring

DNC 212 Cross Training for Wellness

This course is designed for students to explore body movements employing multiple disciplines (pilates, yoga, weight training, etc.). Creating a workout that challenges one's body in strength, flexibility, stability and endurance. Enhancing these aspects of bodywork, the students will create and support a healthier physical and mental well-being. Credits: 3

On Occasion

DNC 215A Dance Ensemble 1

This class has a dual focus. It will nurture the qualities of performance, focus, intent, space and time, while supporting students tracking in both performance and choreography. Students will develop the creative aspects of performance for the dancer. The students will begin to develop tools that will help them become artistic "interpreters" of the movement and context given them. All students will learn some basic acting, sensory and kinesiethetic awareness exercises to help facilitate their performance qualities and learn how to work as an ensemble in preparation for the Winter Dance Concert. Students will also learn how to speak constructively and respectfully about their own and each others choreographic work. Prerequisite: Sophomore Dance sequence. The corequisite of DNC 122 is required and the student must be a Dance major. Credits: 1

Every Fall

DNC 215B Dance Ensemble 2

This class is a continuation of DNC 215A. It will nurture the qualities of performance, focus, intent, space and time, while supporting the new choreograhic students works for the Rising Artist Workshop series. This class also encourages the creative aspects of performance for the dancer. The students tracking in performance will begin to develop tools that will help them become artistic "interpreters" of the movement and context given them. While students tracking in choreography will also learn these tools they will also begin to utilize some of the simple choreograhic principles of canon, theme and variation, motifs and space/time relationships to encourage their growth as "creators". All students will learn some basic acting, sensory and kinesiethetic awareness exercises to help facilitate their performance and choreograhic qualities in preparation for the Spring Dance Concert. Students will also learn how to speak constructively and respectfully about their own and each others choreograhic work. The prerequisite of DNC 215A is required and the student must be a Dance major. Credits: 1

Every Spring

DNC 217 World Dances Capoeira

Capoeira is a distinctly African-Brazilian martial art which blends expressive movements with powerful applications. Its distinct movement patterns and acrobatic techniques blend into dance forms including contact improvisation, break dancing, and freestyle Hip-Hop. The history and development of capoeira will be included in lectures and readings. Guest artists will, on occasion, demonstrate the full range of this martial art form. May be taken twice for credit. Three hours. Credits: 2

On Occasion

DNC 219 World Dances Latin/Spanish Dance

A study of the various forms and styles of the dances of Latin America and Spain. Students will practice the dances and the unique rhythms of these various countries and learn about their place and purpose in the Latin American/Spanish cultures from which they emerge. Each semester, a specific culture is explored for its dance and music practices, including but not limited to Cuba, Puerto Rico, and Spain. Practical course work is supplemented with required readings, videos and attendance at a live performance. Three hours. May be taken twice for credit. Credits: 2

On Occasion

DNC 221 Choreography 2

The development of longer movement phases with increasingly more complex spatial design and plot development. Experiments in multimedia work. Advanced theories of composition are studied and applied to a finished work to be shown in a public performance. Three hours. The prerequisite of DNC 122 is required and the student must be a Dance major. Credits: 2

Every Spring

DNC 231 Ballet, Level 5.1

This is the first semester of the junior level ballet technique class. DNC 231 is the continuation of DNC 134 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. The prerequisite of DNC 134 is required and the student must be a Dance major. Credits: 2
DNC 242M Modern Technique Level 5.2A
A continuation of DNC 241M, with increasing technical and performance challenges. Students will be required to teach a class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which must clearly define it. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. The pre-requisite of DNC 242M is required and the student must be a Dance major.
Credits: 3
Every Fall

DNC 243M Modern Technique Level 6.1A
This is the first semester of the senior-level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which must clearly define it. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. The pre-requisite of DNC 243M is required and the student must be a Dance major.
Credits: 3
Every Fall

DNC 245 Modern Technique Repertory Level 5.1B
This is the first semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, coupled by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. The pre-requisite of DNC 148 or the co-requisite
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>DNC 246M</td>
<td>Modern Technique/Repertory Level 5.2B</td>
<td>3</td>
<td>Student must be a Dance major.</td>
<td>Every Fall</td>
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<tr>
<td>DNC 251M</td>
<td>Dance Wellness Level 3.1</td>
<td>1</td>
<td>DNC 241M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 252M</td>
<td>Dance Wellness Level 3.2</td>
<td>1</td>
<td>DNC 251M is required and the student must be a Dance major.</td>
<td>Every Fall</td>
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<tr>
<td>DNC 253M</td>
<td>Dance Wellness Level 4.1</td>
<td>1</td>
<td>DNC 252M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
</tr>
<tr>
<td>DNC 254M</td>
<td>Dance Wellness Level 4.2</td>
<td>1</td>
<td>DNC 253M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 261M</td>
<td>Dance Wellness Level 5.1</td>
<td>1</td>
<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 262M</td>
<td>Dance Wellness Level 5.2</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 263M</td>
<td>Dance Wellness Level 5.3</td>
<td>1</td>
<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 264M</td>
<td>Dance Wellness Level 5.4</td>
<td>1</td>
<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 265M</td>
<td>Dance Wellness Level 5.5</td>
<td>1</td>
<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 266M</td>
<td>Dance Wellness Level 5.6</td>
<td>1</td>
<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 267M</td>
<td>Dance Wellness Level 5.7</td>
<td>1</td>
<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 268M</td>
<td>Dance Wellness Level 5.8</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<td>DNC 269M</td>
<td>Dance Wellness Level 5.9</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 270M</td>
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<td>Every Spring</td>
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<td>DNC 271M</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 272M</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 273M</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<td>DNC 274M</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<td>DNC 275M</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<td>DNC 276M</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 277M</td>
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<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
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<tr>
<td>DNC 278M</td>
<td>Dance Wellness Level 6.9</td>
<td>1</td>
<td>DNC 254M is required and the student must be a Dance major.</td>
<td>Every Spring</td>
</tr>
</tbody>
</table>

Dance Wellness Level 3.1

This is the first semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 154, Co-requisite: DNC 231 or DNC 241M. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. The prerequisite of DNC 154 is required and the student must be a Dance major. Credits: 1 Every Spring.

Dance Wellness Level 3.2

This is the second semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 232 or DNC 242M. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. The prerequisite of DNC 251 is required and the student must be a Dance major. Credits: 1 Every Fall.

Dance Wellness Level 4.1

This is the first semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 233 or DNC 243M. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. The prerequisite of DNC 252 is required and the student must be a Dance major. Credits: 1 Every Fall.

Dance Wellness Level 4.2

This is the second semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 154, Co-requisite: DNC 234 or DNC 244M. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.
responsibilities of the male dancer. There are this course will address the special techniques and
DNC 309 Men's Ballet
Credits: 3
Brooklyn Campus of Long Island University Undergraduate Bulletin 2011 - 2012

DNC 304 Senior Performance Project
For each of the senior semesters, students tracking in performance may enroll in Dance 303 and 304. These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work. Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The training includes preparation of the dancer to become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. The student must be a Dance major. The pre-requisite of DNC 303 is required and the student must be a Dance major.
Credits: 2 to 3
On Demand

DNC 305 Practical Preparation for the Dancer
This course prepares dance students to enter the professional dance world equipped to represent themselves with well organized resumes that are specific to the job; a portfolio, including head-shots, performance photographs, reviews and notices; audition experience; networking capabilities. Three hours. The prerequisite of DNC 122 is required and the student must be a Dance major.
Credits: 2
Alternate Spring

DNC 308 Partnering
The skills required for partnering, including certain laws of physics, form the underlying objectives of this course. Students will learn to lift each other, transfer and support weight, develop a sense of trust and a sense of responsibility when working with one or more partners. Three hours. Registration with permission of the chair of the Dance Department, May be taken four times for credit.
Credits: 3
On Occasion

DNC 309 Men's Ballet
This course will address the special techniques and responsibilities of the male dancer. There are specific technical ballet skills that are traditionally used by men only but women who may be interested in performing en travesti may enroll in this course. Three hours. Co-Requisite DNC 108.1, DNC 108.2, DNC 131, DNC 132, DNC 133, DNC 134, DNC 231, DNC 232, DNC 233, or DNC 234. May be taken eight times for credit.
Credits: 2
Every Fall and Spring

DNC 1031 Modern Technique Level 1.1 (B.S. first level)
The study of modern dance techniques meant to develop technical strength, musicality and clarity along with the knowledge of the movement theories that gave rise to these techniques. The techniques offered are those developed during the modern and postmodern periods during the twentieth and twenty first century. Techniques will vary from year to year. There will be regular attendance at concerts, videos and writing assignments. Four and one-half hours. Requirements: One year of modern or ballet. May be taken twice for credit. The student must be a Dance major in order to register for the course.
Credits: 3
Every Fall and Spring

DNC 1041 Modern Technique Level 1.2
A continuation of DNC 103.1 that provides increased challenges in modern techniques, with greater emphasis on phrasing and musical acuity. Students will begin to understand contemporary dance theories through critical analysis of live concerts and videos. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Four and one-half hours. May be taken twice for credit. The prerequisite of DNC 103.1 is required and the student must be a Dance major.
Credits: 3
Every Fall and Spring

DNC 1051 Modern Technique Level 2.1
A study of dance technique and theory on an intermediate level, supported by a comprehensive study of mid- to late-twentieth century and twenty first century developments in dance. Students are required to expand their technical strength and vocabulary, and to recognize the various dance styles and forms in the field of contemporary dance. Concert attendance, videos and critical writing are included. May be taken a second semester for credit. Four and one-half hours. Prerequisites: DNC 104.1 and DNC 107.1. The prerequisite of DNC 1041 is required and the student must be a Dance major.
Credits: 3
Every Fall

DNC 1061 Modern Technique Level 2.2
A continuation of DNC 105.1, adding the elements of performance values and styles. The cross-the-

floor and center combinations are culled from the instructor's choreographic repertory, employing the techniques in practical applications. Student will demonstrate ability to respond to universal modern dance language (e.g., contraction/release; fall/recovery; axial and spiral; parallel and turnout). Concert attendance, videos and critical writing are included. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Four and one-half hours. May be taken twice for credit. The prerequisite of DNC 1051 is required and the student must be a Dance major.
Credits: 3
Every Fall and Spring

DNC 1071 Beginning Ballet Level 1.1
An introduction to classical ballet, including barre, simple center work and appreciation of this art form through attendance of live performances and videos. Basic ballet vocabulary is studied. Four and one-half hours. May be taken twice for credit. The prerequisite of DNC 1071 is required.
Credits: 3
On Occasion

DNC 1072 Beginning Ballet Level 1.2
An introduction to classical ballet, including barre, simple center work and appreciation of this art form through attendance of live performances and videos. Basic ballet vocabulary is studied. Four and one-half hours. May be taken twice for credit. The prerequisite of DNC 1071 is required.
Credits: 3
On Occasion

DNC 1081 Beginning Ballet Level 2.1 (B.S. first level)
Demonstrate understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). DNC 108.1 is a continuation of DNC 107.1 or 107.2 with increased vocabulary studies and an introduction to theatrical staging. Four and one half hours. This course has an additional fee. Requirements: Completion of level 1 (or equivalent through transfer credits or placement audition). May be taken twice for credit. The prerequisite of DNC 1071 and DNC 1072 are required or an audition. The student must be a Dance major.
Credits: 3
Every Fall and Spring

DNC 1082 Beginning Ballet Level 2.2
Demonstrate understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). DNC 108.2 is a continuation of DNC 107.1 or 107.2 with increased vocabulary studies and an introduction to theatrical staging. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Four and one half hours. Prerequisite: DNC 107.1 or 107.2. May be
**Music Courses**

**MUS 2 Music Fundamentals**
Offered every semester A study of beginning sight singing, ear training, intervals and rhythms.

Credits: 3
Every Fall and Spring

**MUS 3 Ear Training I**
Class and laboratory work in sight singing and dictation of rhythms, melodies, intervals and chords. Course materials are scheduled so as to coordinate with the Music Theory sequence of courses. Pre-requisite of MUS 2 is required or exemption by Chair of the Department.

Pre-requisite of MUS 2 is required or exemption by Chairperson of the Music Department.

Credits: 3
Every Fall

**MUS 4 Ear Training II**
Class and laboratory work in sight singing and dictation of rhythms, melodies, intervals and chords. Course materials are scheduled so as to coordinate with the Music Theory sequence of courses.

The pre-requisite of MUS 3 is required or an exemption by Chair of the Department.

Credits: 3
Every Spring

**MUS 11 Elementary Piano I**
Piano instruction in small classes, primarily for non-Music majors, designed to develop facility in sight-reading, improvisation and technique. MUS 11 is for the beginning Music student. Students are expected to have access to a piano for practice purposes. Only a limited number of on-campus practice accommodations can be provided.

Credits: 2
Every Fall and Spring

**MUS 13 Voice Class I**
A study of the basic principles of breathing, phrasing and voice placement using appropriate music from solo and choral literature. Open to Music majors and to non-Music majors with little or no vocal or choral experience.

Credits: 2
Every Fall

**MUS 15P Individual Music Instruction for Non-Music Majors**
Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee. Prerequisite: Permission of the Department. Offered every semester. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1
All Sessions

**MUS 15P Individual Music Instruction for Non-Music Majors - Piano**
Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. "Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. This course has an additional fee. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department..."
must approve all assignments to individual private instructors every semester. Prerequisite: Permission of the Department.

Credits: 1
Every Semester

MUS 15T Individual Music Instruction for Non-Music Majors - Theory
Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee. Prerequisite: Permission of the Department. Offered every semester. *Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1
Every Semester

MUS 15V Individual Music Instruction for Non-Music Majors - Voice
Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Prerequisite: Permission of the Department. Offered every semester. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1 to 2
Every Semester

MUS 16T Secondary Individual Music Instruction for Music Majors - Theory
This course has an additional fee.* Prerequisite: Permission of the Department. Offered every semester. Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee. *Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1
Every Semester

MUS 16V Secondary Individual Music Instruction for Music Majors - Voice
This course has an additional fee.* Prerequisite: Permission of the Department. Offered every semester. Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee. *Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Credits: 1
Every Semester

MUS 61 Music and Culture
An introduction to musical styles that places music in its cultural context: history, painting, literature and ideas. To enhance the capacity to understand and enjoy music of every kind, the course begins with the elements of music that a composer combines in distinctive and characteristic ways to form a musical composition. Satisfies the core requirement for Richard L. Conolly students in Area IV of the Division of the Humanities.

Credits: 3
Every Semester

MUS 101 The World of Opera
An introduction to the operatic experience for students of varying musical backgrounds. Several popular masterpieces are studied with the aid of librettos (printed translations).

Credits: 3
On Occasion

MUS 102 The Symphony
A review of the development of the symphony orchestra from the late eighteenth century to the present using selected masterpieces that best represent particular periods and styles.

Credits: 3
On Occasion

MUS 103 Music of the Nineteenth Century
A study of the music of the nineteenth century broadly characterized by the term "Romantic," beginning with Beethoven and continuing to Wagner, Verdi and the rise of musical nationalism.

Credits: 3
On Occasion

MUS 104 Music of the Twentieth Century
An examination of trends in contemporary music, beginning with post-Romanticism and continuing through Berg, Webern, and the atonalists to the present scene in the United States and Europe. Emphasis is on "classical" music.

Credits: 3
On Occasion

MUS 105 Music of 1600 - 1750
A review of developments and changes in musical styles and practices from the late Renaissance through the Baroque era.

Credits: 3
On Occasion

MUS 106 The Jazz Experience
A review of jazz music beginning with its African roots and New Orleans jazz, tracing its evolution through to modern jazz and its influence on contemporary composers. Discussions of the
current jazz scene and the future of this art form are conducted.

**Credits: 3**
**Every Semester**

**MUS 107 Music History I**
A study of the history of Western music from the sacred and secular music of the Middle Ages to the radical innovations of the twentieth century. An advanced sequence of courses required of all Music majors and open to student majors in other departments subject to approval by the Music Chair, the first semester concludes with the study of Beethoven and his contemporaries.

**Credits: 3**
**Every Fall**

**MUS 108 Music History II**
A study of the history of Western music from the sacred and secular music of the Middle Ages to the radical innovations of the twentieth century. An advanced sequence of courses required of all Music majors and open to student majors in other departments subject to approval by the Music Chair, the first semester concludes with the study of Beethoven and his contemporaries.

**Credits: 3**
**Every Fall**

**MUS 109 Music Education Methods and Materials I**
A course to develop the student's abilities to organize, analyze, perform music and teach music through the utilization of appropriate materials and methods as these relate to children in grades K-8.

**Credits: 3**
**Every Fall**

**MUS 110 Music Education Methods and Materials II**
A course to prepare the student's ability to teach music, in theory and in practice to children in grades 9-12.

**Credits: 3**
**Every Fall**

**MUS 111 Voice Class II**
An analysis of basic principles and techniques in developing the voice.

Open to both non-Music majors and Music majors.

**Credits: 2**
**Every Spring**

**MUS 114 African Music**
A historical and thematic introduction to African and African American music. Students will see and hear African and African American musics in their pre-colonial, colonial, and contemporary contexts, as well as gain an appreciation of African music, its relationship to the world, and cultural history.

**Credits: 3**
**On Occasion**
### MUS 116V Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Voice

This course has an additional fee. Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit.

Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

* Credits: 1 to 2
* Every Fall and Spring

### MUS 122 Jazz Workshop

A workshop for instrumentalists/vocalists in jazz-oriented music. Emphasis is on group playing, style and improvisation. May be taken for credit in subsequent semesters but limited to four distribution credits for non-music majors.

Prerequisite: Admission by audition only.

* Credits: 2
* Every Fall and Spring

### MUS 123J Chamber Ensemble

Prerequisite: Permission of the Department Chair.

A performance class for small chamber ensembles - jazz, vocal and instrumental, popular and classical. Flexible grouping is arranged according to needs of instructor. Assignment to instructors must be approved by the Chair of the Department. May be taken in subsequent semesters for credit.

* Credits: 1
* Every Fall and Spring

### MUS 125 University Chorus

A mixed ensemble that focuses on a varied repertoire ranging from classical to contemporary choral works. Open to students, faculty and staff, and the local community. May be taken in subsequent semesters for credit.

* Credits: 2
* Every Fall and Spring

### MUS 126 Instrumental Techniques

A course for those teaching instrumental music focusing on the construction and capabilities of instruments (woodwinds, brass, strings, percussion).

* Credits: 2
* On Occasion

### MUS 127 Conducting

A course designed to cover various aspects of choral and instrumental conducting.

* Credits: 3
* Every Fall and Spring

### MUS 131 Harmony and Counterpoint I

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature.

Prerequisite of MUS 2 is required or permission of instructor.

* Credits: 3
* Every Fall

### MUS 132 Harmony and Counterpoint II

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature.

Prerequisite: permission of the instructor.

* Credits: 3
* Every Fall

### MUS 133 Harmony and Counterpoint III

A continuation of Music 132 that embraces chromatic harmony, eighteenth century counterpoint, and practical composition in the smaller homophonic and polyphonic forms.

Prerequisite of MUS 132 is required or permission of instructor.

* Credits: 3
* Every Spring

### MUS 134 Harmony and Counterpoint IV

A continuation of Music 133 that embraces chromatic harmony, eighteenth century counterpoint, and practical composition in the smaller homophonic and polyphonic forms. Three credits per semester.

Prerequisite: Permission of the instructor.

* Credits: 3
* Every Fall

### MUS 135 Foundations of Arranging

A basic laboratory course designed to develop skill in the techniques of writing for small instrumental groups in jazz, rock and pop idioms. Analysis of recordings and scores conducted. Student work played in class.

Prerequisite of MUS 132 is required or permission of instructor.

* Credits: 2
* Every Fall

### MUS 136 Jazz Theory / Improvisation I

A study of the harmonic vocabulary of jazz, as a point of departure, to establish a basis for the development of improvisational skills through class performance -solo and ensemble. Theoretical concepts are stressed in an atmosphere of contemporary jazz styles.

The prerequisite of MUS 132 is required or permission of the Instructor.

* Credits: 3
* Every Spring

### MUS 137 Jazz Theory / Improvisation II

A study of theoretical techniques used in jazz for improvisation; chords and rhythms; and tonal, bi-tonal, polynomal and modal concepts.

Prerequisite of MUS 161 and MUS 162 are required or approval of the Department.

* Credits: 3
* Every Fall

### MUS 138 Jazz Ear Training I

A study of sight singing, dictation and style analysis organized around the jazz idioms. Class activity has as its primary goal the practical application of the trained ear to jazz performance.

Prerequisite of MUS 4 is required or permission of instructor.

* Credits: 3
* Every Spring

### MUS 139 Jazz Ear Training II

A study of sight singing, dictation and style analysis organized around the jazz idioms. Class activity has as its primary goal the practical application of the trained ear to jazz performance.

Prerequisite of MUS 4 is required or permission of instructor.

* Credits: 3
* Every Spring

### MUS 140 Advanced Arranging

The development of a student's personal style in arranging and composing via projects in melody writing, harmonic progressions, rhythmic exercises, and exploration of standard and new forms.

Analysis of twentieth century contemporary music is conducted. May be taken in a subsequent semester for credit.

* Credits: 2
* Every Spring

### MUS 141 Jazz Clinics

Lecture/demonstration by prominent guest jazz artists on various aspects of jazz style and performance. The critiquing by the guest artists of student performances forms an integral part of each session. Pass/Fail only. May be taken for credit in subsequent semesters, but limited to four distribution credits for non-music majors.
sound for picture. Weekly individual access to automated control surfaces, and concepts of basic track live recording, advanced mixing using sequencing and audio recording, in addition to create samples and perform sample editing. MIDI exploration of virtual instruments. Students will programs integrate. Topics include a deeper Performer. It will also introduce Digidesign's creating music and sound design with Digital workshop environment. This course continues to An intermediate-level continuation of MA 107 in a rotating workshop environment. This course continues to focus on the technology and aesthetics of digital composition, sound design, multi-track recording and production using Digital Performer software and Pro Tools hardware. Workshops include computer-based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing, locking sequenced MIDI and audio tracks to video and film, electronic music concepts and samplers. Weekly individual access to studios is provided. Pre-requisite of MA 101 is required or permission of the instructor. Also listed as MA 107. Pre-requisite of MA 101 is required or permission of the instructor. Credits: 3 Every Fall and Spring

MUS 176 Digital Audio II
An advanced, project-oriented continuation of MA 110: Integration of the concepts and techniques involved in digital sound and examination of music manipulation and creation. Mastery of previously studied material is stressed. Emerging formats and technology are discussed. Unconventional, interesting and experimental software is examined and used. Also listed as MA 1141. The pre-requisite of MA 110 / MUS 176 is required or permission of the Instructor. Credits: 3 On Occasion

MUS 177 Digital Audio III
An advanced, project-oriented continuation of MA 110: Integration of the concepts and techniques involved in digital sound and examination of music manipulation and creation. Mastery of previously studied material is stressed. Emerging formats and technology are discussed. Unconventional, interesting and experimental software is examined and used. Also listed as MA 1141. The pre-requisite of MA 110 / MUS 176 is required or permission of the Instructor. Credits: 3 On Occasion

MUS 178 The Music Business
A look at the musician/performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion. Credits: 3 Every Fall and Spring

MUS 179 Independent Study
Prerequisite: Permission of the Chair of the Department and the Dean. Two or three credits per semester. Credits: 1 to 3 All Sessions

MUS 180 The Music Business
A look at the musician/performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion. Credits: 3 Every Fall and Spring

MUS 181 Asian Music Seminar
An Asian music seminar is needed for students, in all majors, to further their vision of world cultures. The proposed seminar examines, discusses, and analyzes the variety of music of the peoples throughout the East and Southern Asian sub-continents, laying the foundation for understanding Asia's role in the ancient, medieval, and enlightened worlds. The seminar will reflect music types, uses, and functions, which are very old, still performed, and even found in aspects of Western culture. The seminar also addresses aesthetics, religion, symbolism, and science, while discussing musical structures of melody, rhythm, texture, and form. Asian music systems have been well thought-out and practiced for thousands of years, so historical roots and metaphysical concepts of music are probed. Students will also understand how music in some Asian nations changed from Westernization and social ideologies such as communism. Part of the course will be drawn from the professor's research in Korea and Southeast Asia. Credits: 3 On Occasion

MUS 182 Music Internship
Music majors may work as interns in various city-based musical organizations (e.g., music publishing, music management, recording). One or two credits. Pre-requisite: Permission of the Chair For third- and fourthyear Music majors only. Credits: 2 All Sessions

MUS 183 Independent Study
Prerequisite: Permission of the Chair of the Department and the Dean. Two or three credits per semester. Credits: 2 to 3 All Sessions

THEATER COURSES

MUS 190 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Credits: 3 Every Fall and Spring

THE 61 The Theatrical Vision
This core course gives students the opportunity to learn about the history of theatre, the visual and kinesthetic 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 Fall and Spring

THE 101 Denaturing Writing about Theatre
This course is designed to arouse your responses to drama and to help you reorganize them. It guides you through basic principles and processes that apply to just about any writing challenge. Designed to convey the elusive concepts inherent in analysis and argument, it will help you to advance your own opinions. Students will study some of the world's most engaging theatre critics and learn how to write colorful, entertaining performance reviews. They will make effective uses of sources to corroborate their ideas to write a research paper. Writing, like
theatre going, is an active, non passive occupation. Writers must decide where to look and how closely. They too must block out distractions and concentrate on their ideas to prevent them from evaporating. Writing, like theatre going, is not for the lazy.

Credits: 3
On Occasion

THE 105 New York Theatre in Performance
The study of the artistic and business aspects of professional, semiprofessional and nonprofessional theatre in New York City. Students attend Broadway, off-Broadway, and off-off Broadway theatrical performances. Classes meet for the purpose of discussion and criticism of assigned performances. Classroom instruction consists of the analysis of administrative and artistic areas of professional theatre plus detailed study of current trends and requirements of theatrical production.

Credits: 3
Every Fall and Spring

THE 130 Production Lab
This course is for students who want to perform on stage or work backstage in the Theatre Program’s fall and/or spring productions. The class does not meet regularly each week. The course hours are covered through rehearsals and performances. Meeting times vary according to the rehearsal and performance schedule. Students work at least forty-five hours, and more, based on the needs of the show. Students are assigned to work in any of the following areas of production: performance (acting), technical and stage craft such as set construction and painting, costumes, props, lighting, managerial including box office, house management and assisting the stage manager. Under the guidance and supervision of the instructor and theatre professionals working on the production, students are involved in each step of production, from the initial planning stages through rehearsals and performances. May be taken up to four times for credit in subsequent semesters.

Credits: 3
Every Fall and Spring

THE 163 Scenic Design
A study of the aesthetic theories and problems of designing scenery for the legitimate and educational theatre stages. Styles of scenery, individual styles of various designers, drafting problems, rendering techniques and script analysis for scene painting are discussed in depth. Each student is required to design one or more productions, as well as assist the designer in practical work on a major campus production. Some drafting material is required. Students work on productions on campus.

Credits: 3
Annually

THE 164 Stage Makeup
A study of the use of various types and styles of stage makeup, such as corrective, old age, prosthetics, beards, wigs, distinctive national types, and makeup for opera and ballet, film and television. Students apply stage makeup to themselves as well as to others and are encouraged to build up their own makeup kits. Department supplies are used when needed. Students are required to assist on makeup during campus productions.

Credits: 3
On Occasion

THE 180 Introduction to the Theatre
An orientation to the organic nature of the theatre. Students examine the five elements that make up the theatre -- the playwright, actors, the director, the designer and the audience. Live and video performances are viewed to analyze components of the theatre.

Credits: 3
Every Fall

THE 181 Introduction to Performance Studies
An introduction to the study of the performing arts in Africa, Asia, Europe, and the Americas. Readings introduce the field of performance studies, its ethnographers and its theatre historians, performance critics, and theorists. Their working ideas are demonstrated through film and field trips to the theatre and surrounding performance libraries so that students can conduct primary research on their own. Together, teacher/moderator and student/artist construct a history of world arts and cultures. (Same as THE 181.)

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

Credits: 3
On Occasion

THE 196 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and, a 3.25 ratio in their major subject and the permission of the Theatre Program Coordinator, Performing Arts Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3
On Demand

THE 197 Independent Study
This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Theatre faculty. There are no regular class meetings. Students may undertake either a production or a research paper. Prerequisites: Permission of student adviser, the Department Chair and the Dean.

Credits: 3
On Demand

THE 198 Independent Study
This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Theatre faculty. There are no regular class meetings. Student may undertake either a production or a research paper.

Pre-requisites: Permission of student advisor, the Department Chair and the Dean.

Credits: 3
On Demand

THE 199 Theatre Arts Internship
During their senior year, theatre students are strongly urged to undertake one or more internships with a theatrical organization. Consultation with and approval of the Department is required. May be taken in subsequent semesters for credit.

Credits: 3
On Demand

THE 200 Series
Subject matter determined by the expertise of a visiting artist-in-residence. Courses vary from semester to semester and may be repeated for credit.

Credits: 3
On Occasion

THE 1041 Multicultural History of the Theatre I
A study of the development of the theatre from ancient times through 1600, emphasizing the relation between the theatre and the social,
THE 1042 Multicultural History of the Theatre II
A continuation of Theatre 104.1 to the contemporary professional stage.
Credits: 3
Every Fall and Spring

THE 1201 Directing I
The study and practice of directing for the theatre, emphasizing play selection and analysis, casting, rehearsal procedure, and the relationship of the director to the actor. Students learn staging in different performance environments. (Same as MA 160.1.) Prerequisite: THE 1251/MA 1591, THE 1252/MA 1592 or the permission of the instructor.
Credits: 3
Every Fall

THE 1202 Directing II
A continuation of THE 120.1 through the examination of varied styles of directing in the theatre - the Stanislavsky approach, the Brechtian alienation concept, and recent improvisational and experimental techniques. Students direct a one-act play. (Same as MA 160.2.)
Prerequisite of THE 1201/MA 1601 is required.
Credits: 3
Every Spring

THE 1211 Introduction to Playwriting
The writing and structuring of monologues, scenes, one-act plays and, possibly, full-length plays. Emphasis is on particular limitations, possibilities and specific techniques of writing for the stage. Students may be given the opportunity to see their writing produced in workshops. (Same as MA 48.1.)
Credits: 3
On Occasion

THE 1222 Advanced Playwriting
A continuation of THE 122.1 that leads to the development of a full-length play or two one-act plays. (Same as MA 148.2.)
Prerequisite of THE 1221/MA 1482 is required.
Credits: 3
Every Spring

THE 1251 Acting I
An introductory study of acting, including acting exercises, analysis and interpretation of roles, and improvisations. Each student prepares and performs various acting exercises and a minimum of one dramatic monologue. In addition, each student rehearses and performs in a scene consisting of two or more characters. (Same as MA 159.1.)
Credits: 3
Every Fall and Spring

THE 1252 Acting II
A continuation of THE 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments. (Same as MA 159.2.)
Prerequisite of THE 1251/MA 1591 is required.
Credits: 3
Every Fall and Spring

THE 1253 Acting III Rehearsal and Performances: Modern Scene Study
An investigation of rehearsal procedure, including character and script analysis, and a final emphasis on techniques of scene performance. Students are required to see two plays and write a critique of each. (Same as MA 159.3.)
Prerequisites of THE 1251 and THE 1252 are required.
Credits: 3
Every Fall

THE 1254 Period Acting Styles: Acting the Classics
Students analyze theories and develop techniques for interpretation of drama and comedy from the point of view of a classical actor. The course explores and investigates the rehearsal procedure, character development and script analysis of classical texts. (Same as MA 159.4.)
The pre-requisite of THE 1253/MA 1593 is required.
Credits: 3
Every Spring

THE 1255 Acting V: The Commercial Actor: Theatre Business
A continuation of the first four semesters of acting theories and techniques with an emphasis on monologue development for auditions, cold readings, and the materials and tools such as head shots and resumes needed for auditioning. Students develop an understanding of union affiliations, casting agents, and contracts. Theatre as a solo business and the development of a company are explored.
Credits: 3
Every Fall

THE 1256 Acting for Musical Theatre
In this course students learn the art and craft of performing and auditioning in musical theatre. This course focuses on the art form of musical theatre as text (prose and verse) and how that is objectified on stage in live performance through acting, singing and dance. The content of the course includes how to analyze characters and the songs they sing. In this process the students learn about character development, music, vocal technique, vocal phrasing and movement for musical theatre. Students learn some of the history of the American musical.
Credits: 3
Every Fall and Spring

THE 1257 Acting Vi The Commercial Actor: On-Camera Performance I
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. (Same as THE 139.2.)
The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.
Credits: 3
Rotating Basis

THE 1261 Movement and Voice for Actors I
A course designed to give students an understanding of their bodies and voices and how to develop them for the stage and screen. Exercises are used to help students strengthen posture, alignment, breathing and vocal power for projection in the theatre - an exploration in the organic connection of body, mind and spirit. The process prepares the student for the integration of the physical, emotional and spiritual aspects of the human condition that are essential to the actor's understanding and portrayal of any character in the theatre. (Same as THE 126.1.)
The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Fall

THE 1262 Movement and Voice for Actors II
A continuation of THE 1261 and SPE 178 in which students develop more tools needed to improve their movement and vocal techniques. The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.
Credits: 3
Every Spring

THE 1281 Methods of Creative Dramatics
A study of theory and techniques of developing creativity in children through participation in dramatic activities.
Credits: 3
On Occasion

THE 1282 Methods of Creative Dramatics
A continuation of Theatre 128.1 in which emphasis is placed on exercises for personal self-awareness, which aids in character development for children.
Credits: 3
On Occasion

THE 1391 On-Camera Performance I
An introduction to the practice and principles of on-camera performance for broadcast and film media. Using closed-circuit television interactively, students work on exercises in acting, news reading, interviewing and standup reporting. Professional guest speakers share experiences. (Formerly MA 158.) (Same as THE 139.1.) Prerequisite: MA 159.1 or THE 125.1 or permission of instructor.
Credits: 3
Rotating Basis

THE 1392 On-Camera Performance II
An intermediate workshop designed to expand the students' knowledge and skill in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis. (Same as THE 139.2.)
The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.
Credits: 3
Rotating Basis
THE 1393 On-Camera Performance III
An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 158.2. Emphasis is on audition technique and creating monologues. Three credits. (Same as THE 139.3)
The prerequisite of MA 1582 / THE 1392 is required or permission of the Department.
Credits: 3
Rotating Basis

THE 1601 Theatre Production: Visual Elements
The study and practice of the basic visual concepts of design for the commercial and noncommercial theatre, including the esthetic principles and practical applications of lighting, costumes, makeup and set design. Students must work on productions on campus.
Credits: 3
On Occasion

THE 1602 Theatre Production: Arts Administration
The study and practice of stage management, business management, finance and budgets for the commercial and noncommercial theatre. Students must work on productions on campus.
Credits: 3
On Occasion

THE 1611 Stage Lighting
The theory and practice of stage lighting, including the principle of electricity and the function and operation of lighting instruments and control boards. Each student is responsible for the creation of a theoretical and practical lighting design translated in a lighting plot. The work of master lighting designers, such as Adolphe Appia, Norman Bel Geddes, Robert Edmond Jones, Boris Aronson and Jules Fischer among others are studied. Students must work on productions on campus.
Credits: 3
On Occasion

THE 1612 Advanced Stage Lighting Design
A review of the problems of lighting actual stage productions, with special consideration given to current Broadway lighting procedures. Each student analyzes various productions, such as one-act plays, single-set comedies, multiple-set drama and musical comedy, and is assigned a lighting problem relating to those dramatic types. Additional time is given to discussion and analysis of other types of stage and dramatic presentation, including the lighting of dance for music and concerts, television and film lighting. Some drafting material is required, and students read various dramatic works. Students work on productions on campus.
The prerequisite of THE 1611 is required.
Credits: 3
On Occasion
Department of Visual Arts

Senior Professor Dantzic
Professor Rudy
Professor Emeritus Ries
Associate Professors Barry, Grove (Director of Galleries), Lorenz (Chair)

Adjunct Faculty: 15

The Visual Arts Department, based in the rich culture of New York City, offers a unique environment for the study of fine arts in the areas of glass blowing and casting, ceramics, sculpture, printmaking, painting, and other traditional mediums that coexist with interdisciplinary studies in photography, computer graphics, digital design, and book arts. The Department is composed of recognized practicing professional artists and art historians who are engaged, through exhibitions and publications of their work, in the contemporary art world. The Visual Arts Department also maintains a program of changing professional exhibitions in three on-campus gallery spaces and an annual outdoor sculpture exhibition as curricular enrichment and a community service. All Visual Arts students participate in a senior thesis exhibition in the gallery.

We offer three baccalaureate degrees: the Bachelor of Arts, the Bachelor of Fine Arts, and the Bachelor of Fine Arts in Art Education.

B.A. in the Visual Arts

The B.A. in Visual Arts is available with courses in painting, drawing, ceramics, sculpture, computer art and art history. Students who major in the Visual Arts are offered an opportunity to center their studies around the practice and history of the visual experience.

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
  - DSM 01 Developmental Skills Mathematics 01 0.00
  - DSM 09 Developmental Skills Mathematics 09 0.00
  - ENG 13 English Composition 3.00
  - ENG 14 English Composition 3.00

Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following
  - ENG 16 English Composition 3.00

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X</td>
<td>Developmental Skills Mathematics 01 0.00</td>
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</tr>
<tr>
<td>DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X</td>
<td>Developmental Skills Mathematics 09 0.00</td>
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<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
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<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
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<tr>
<td>ENG 16</td>
<td>English Composition</td>
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<table>
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<tr>
<th>English Composition Core Requirement - Three credits from the following</th>
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</thead>
<tbody>
<tr>
<td>ENG 16 English Composition 3.00</td>
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</tbody>
</table>

Core Seminar Requirement

COS 50 Idea Of The Human 3.00

Speech Core Requirement

SPE 3 Oral Communication 3.00

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
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<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
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<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
<td>3.00</td>
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<thead>
<tr>
<th>Philosophy Core Requirement</th>
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<tbody>
<tr>
<td>PHI 61 Philosophical Explorations I 3.00</td>
</tr>
<tr>
<td>PHI 62 Philosophical Explorations II 3.00</td>
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</tbody>
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<table>
<thead>
<tr>
<th>History Core Requirement</th>
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</thead>
<tbody>
<tr>
<td>HIS 1 History of Civilizations to 1500 3.00</td>
</tr>
<tr>
<td>HIS 2 History of Civilizations Since 1500 3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4 Physical Anthropology 3.00</td>
</tr>
<tr>
<td>ANT 5 Cultural Anthropology 3.00</td>
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<tr>
<td>ECO 1 Introduction to Economics 3.00</td>
</tr>
<tr>
<td>ECO 2 Introduction to Economics 3.00</td>
</tr>
<tr>
<td>HSS 21 Civilization and Social Institutions 3.00</td>
</tr>
<tr>
<td>HSS 22 Civilization and Social Institutions 3.00</td>
</tr>
<tr>
<td>POL 11 Power and Politics 3.00</td>
</tr>
<tr>
<td>PSY 3 Introduction to Psychology 3.00</td>
</tr>
<tr>
<td>SOC 3 Introduction to Sociology 3.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication, Visual and Performing Arts Core Requirement - Three credits. (Art majors cannot take Art 61). A student must be in the Honors Program to take HAR 21 or HAR 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 61 Dance Through Time 3.00</td>
</tr>
<tr>
<td>HAR 21 Art, Music, and Dance in Social Context 3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Core Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 22 Biology and Modern Technology 3.00</td>
</tr>
<tr>
<td>CHM 21 Chemistry and Modern Technology 3.00</td>
</tr>
<tr>
<td>PHY 20 The Physical Universe 4.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Core Requirement : One class from the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 15 Mathematical Tools and Their Use 4.00</td>
</tr>
<tr>
<td>MTH 16 Finite Mathematics 3.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation Seminar Core Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS 1 The University: Discovery and Change 1.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts and Science Foreign Language Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must complete 6 credits in one of the foreign language disciplines listed below.</td>
</tr>
<tr>
<td>Foreign Language Core Spanish</td>
</tr>
<tr>
<td>SPA 11 Introductory Spanish I 3.00</td>
</tr>
<tr>
<td>SPA 12 Introductory Spanish II 3.00</td>
</tr>
<tr>
<td>Foreign Language Core French</td>
</tr>
<tr>
<td>FRE 11 Introductory French I 3.00</td>
</tr>
<tr>
<td>FRE 12 Introductory French II 3.00</td>
</tr>
<tr>
<td>Foreign Language Core Italian</td>
</tr>
<tr>
<td>ITL 11 Introductory Italian I 3.00</td>
</tr>
<tr>
<td>ITL 12 Introductory Italian II 3.00</td>
</tr>
<tr>
<td>Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following</td>
</tr>
<tr>
<td>HLS 21 Honors Spanish 3.00</td>
</tr>
<tr>
<td>HLS 22 Honors Spanish 3.00</td>
</tr>
<tr>
<td>Foreign Language Core Honors French - A student must be in the Honors Program to take the following</td>
</tr>
<tr>
<td>HLF 21 Honors French 3.00</td>
</tr>
<tr>
<td>HLF 22 Honors French 3.00</td>
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<thead>
<tr>
<th>Major Requirements For The Bachelor of Arts Degree-Visual Arts Plan</th>
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</thead>
<tbody>
<tr>
<td>Major Grade Point Average. 2.00 Major GPA Required.</td>
</tr>
<tr>
<td>Visual Arts Major Requirements Must Complete All Courses Below:</td>
</tr>
<tr>
<td>ART 101 Caves to Cathedrals 3.00</td>
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<tr>
<td>ART 102 Incas to Impressionists 3.00</td>
</tr>
</tbody>
</table>
B.F.A. in Teacher of Visual Arts in Urban Schools

The 128-credit Bachelor of Fine Arts in Visual Art Education provides the required background in art history and art production, in conjunction with the Teaching and Learning courses necessary to meet the minimum requirements for initial certification as a teacher of visual arts, K through 12, as stipulated by the New York State Department of Education. Please refer to School of Education’s Teaching & Learning Department in this bulletin for further information on Graduation and Certification requirements.

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM 01 Developmental Skills 0.00Mathematics 01

Core Curriculum Requirements

English Composition Core Requirement - One course from the following
ENG 16 English Composition 3.00
ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement
COS 50 Idea Of The Human 3.00

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)
ENG 61 European Literatures I 3.00
ENG 62 European Literatures II 3.00
ENG 63 American Literatures 3.00
ENG 64 Non-Western Literatures 3.00
HEG 21 Literature of the Human Imagination 3.00
HEG 22 English Literature of the Human Imagination 3.00

Philosophy Core Requirement
PHI 61 Philosophical Explorations I 3.00
PHI 62 Philosophical Explorations II 3.00

History Core Requirement
HIS 1 History of Civilizations to 1500 3.00
HIS 2 History of Civilizations Since 1500 3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and 22)
ANT 4 Physical Anthropology 3.00
ANT 5 Cultural Anthropology 3.00
ECO 1 Introduction to Economics 3.00
ECO 2 Introduction to Economics 3.00
HSS 21 Civilization and Social Institutions 3.00
HSS 22 Civilization and Social Institutions 3.00
POL 11 Power and Politics 3.00
PSY 3 Introduction to Psychology 3.00

Mathematics Core Requirement - One course from the following
MTH 15 Mathematical Tools and Their Use 4.00
MTH 16 Finite Mathematics 3.00

Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish
SPA 11 Introductory Spanish I 3.00
SPA 12 Introductory Spanish II 3.00

Foreign Language Core French
FRE 11 Introductory French I 3.00
FRE 12 Introductory French II 3.00

Foreign Language Core Italian
ITAL 11 Introductory Italian I 3.00
ITAL 12 Introductory Italian II 3.00

Foreign Language Core Non-Equivalent Transfer

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following
HLS 21 Honors Spanish 3.00
HLS 22 Honors Spanish 3.00
Distribution Requirement - 3.0 credits Art/MA 115; 3.0 credits Art/MA 124
ART 115 Introduction to Photography 3.00
ART 124 Computer Graphics I 3.00
MA 115 Introduction to Photography 3.00
MA 124 Computer Graphics I 3.00

The following certification requirements also need to be satisfied:
- ALCX 702, ALCX 703, ALCX 704 workshops
- NYSTCE test requirement

B.F.A. in Studio Art

The Bachelor of Fine Arts in Studio Art is an intensive studio art-oriented program that prepares students for graduate schooling in Art or entry into a wide variety of art-related careers. Students complete the introductory classes, after which they may select classes in ceramics, sculpture and glass, painting, drawing, or printmaking. Both freshmen and transfer students are required to submit a portfolio of work before admission to the program.

Major Requirements For The Bachelor of Fine Arts Degree

Art Education Plan

Art Education Major Requirements

Must Complete All Art Courses Listed Below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 101</td>
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<td>ART 102</td>
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<tr>
<td>ART 103</td>
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<td>ART 132</td>
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<td>ART 133</td>
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<td>ART 146</td>
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<td>ART 147</td>
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<tr>
<td>TAL 431</td>
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Must Complete All Education Courses Listed Below:

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<tr>
<th>Course</th>
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<tr>
<td>TAL 201</td>
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<tr>
<td>TAL 406</td>
<td>1.00</td>
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<tr>
<td>TAL 465</td>
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<tr>
<td>TAL 466</td>
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</table>

Studio Art B.F.A. Distribution Requirement

Must Complete either Art 115 or MA 115 and either Art 124 or MA 124

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 115</td>
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<tr>
<td>ART 124</td>
<td>3.00</td>
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<tr>
<td>MA 115</td>
<td>3.00</td>
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<tr>
<td>MA 124</td>
<td>3.00</td>
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</table>

Bachelor of Fine Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

- DSM 01 Developmental Skills Mathematics 01 0.00
- DSM 09 Developmental Skills Mathematics 09 0.00
- ENG 13 English Composition 3.00
- ENG 14 English Composition 3.00

Core Curriculum Requirements

English Composition Core Requirement - One course from the following

- ENG 16 English Composition 3.00
- ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement

COS 50 Idea Of The Human 3.00

Speech Core Requirement

SPE 3 Oral Communication 3.00

English Literature Core Requirement: 3.0 credits (a student must be in the Honors Program to HEG 21 and HEG 22.

- ENG 61 European Literatures I 3.00
- ENG 62 European Literatures II 3.00
- ENG 63 American Literatures 3.00
- ENG 64 Non-Western Literatures 3.00
- HEG 21 Literature of the Human Imagination 3.00
- HEG 22 English Literature of the Human Imagination 3.00
and galleries, and in individual projects. Students are expected to write about artworks and to participate in workshops and demonstrations designed to further their understanding of the creative process. Three credits. Satisfies the core requirement for Richard L. Conolly College students in Area IV of the Division of Communications, Visual and Performing Arts. Credits: 3

ART 101 Caves to Cathedrals
An exploration of the significance and styles of the early arts of many different cultures - from the rock and cave paintings of Africa, Australia and Europe to the cathedrals, temples and mosques of ancient and medieval cultures in the Americas, Africa, Asia and Europe through slides and field trips to museums. Credits: 3

ART 102 Incas to Impressionists
From the Incan culture of Peru to French Impressionism of the nineteenth century, a survey of the arts of important African, American, Asian and European cultures between 1400 and 1900. Credits: 3

ART 103 Modern Art
A review of the development of European and American modern art from French Impressionism of the nineteenth century through styles and movements that include Postimpressionism, Symbolism, Art Nouveau, Expressionism, Cubism, Futurism, Dada, Surrealism, Constructivism and Abstract Expressionism. Credits: 3

ART 105 New Art City
Through art gallery and museum visits, slides and videos, an exploration of the wide variety of styles and meanings within contemporary art and the varied intentions of contemporary artists. Selected developments from Abstract Expressionism to the present, including Pop, Minimal, Conceptual, Performance and Neo-Expressionist art are examined. Credits: 3

ART 115 Introduction to Photography
An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. All students are provided with a 35 mm camera. Credits: 3

ART 116 Studio Photography
An in-depth studio photography course, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, advanced metering, exposure, portraiture and different tabletop setups. The prerequisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor. Credits: 3

ART 117 Intermediate Photography
A production-based class in photographic printing, using fiber-based papers. Filters, print toning, lighting and medium-format imaging are discussed. Projects are thematically based and include an extensive final presentation. The prerequisite of MA 115/ART 115 is required. Credits: 3

ART 118 Digital Photography I
An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as an art medium using new approaches and techniques available. 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. The prerequisite of MA 115/ART 115 is required. Credits: 3

ART 120 Creative Photography
Independent exploratory study and experimentation in advanced non-silver photographic techniques such as cyanotype, VanDyke brown, kallitype and palladium. The prerequisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor. Credits: 3

ART 121 Advanced Photography
A focus on the development of professional-level mastery in the area of art or commercial photography. Emphasis is on review of other photographers work, special assignments, creative range and in-depth critiques. Students may work digitally or in the darkroom. The prerequisite of MA 115 and MA 117 are required or permission of instructor. Credits: 3

ART 122 Digital Photography II
A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a
ART 133 Introduction to Ceramics
An exploration of various hand-building techniques, including pinch, coil and slab. Emphasis is on integrating practical craft and personal expression to create basic pottery forms. Glazing and surface design also are explored. Credit: 3
Every Spring

ART 134 Introduction to the Potter's Wheel
Students will learn to create functional ceramic pieces on the potter's wheel. Glaze technology is taught. Slide presentations and museum visits are conducted. Credit: 3
Every Fall, Spring and Summer

ART 135 Ceramic Sculpture
An approach to ceramics as a non-utilitarian art medium. Studio work in construction methods, modeling techniques, decoration and firing are combined with illustrated lectures and discussion. Visits are made to current ceramic exhibitions in New York City.
The prerequisite of ART 133 is required. Credit: 3

ART 136 Intermediate Handbuilding
Traditional and experimental approaches to the construction of bowls and other containing forms of the clayworker's art. Development of individual concepts and styles is encouraged within the historical context presented through illustrated lectures, studio projects and visits to current exhibitions. The prerequisite of ART 133 or 134 is required. Credit: 3
Every Spring

ART 137 Intermediate Potter's Wheel
An exploration of the aesthetics, cultural philosophies and advanced techniques of the potter's wheel. The prerequisite of ART 134 is required. Credit: 3
Rotating Basis

ART 138 Basic Sculpture
Introduction to basic skills in sculpture, including carving, modeling and casting in a variety of materials, including clay, plaster, wood and wax. Credit: 3
Every Fall

ART 139 Graphic Design
This introduction to Graphic Design is a hands-on class utilizing the computer and traditional art making materials. Graphic design is a creative process that combines art and technology to communicate ideas. The main tools are image and typography. The class will teach image based design and type-based design as a means of visual communication. Class includes lecture and additional lab hours. Credit: 3
On Demand

ART 142 Jewellery Wearable Art
Introduction to Jewellery: Wearable Art, is a survey of materials and techniques. Emphasis is on skill development and exploration of a wide variety of materials including clay, paper and found objects. Classes will consist of demonstrations and technical practice. Once the student has begun to grasp the technical aspect, they can begin to focus on individual concepts and design. A written assignment will allow the student to study, sketch and describe jewelry objects from galleries and museums. Each student will keep a journal with sketches of ideas and weekly additions of print examples of jewelry. Credit: 3
Every Spring

ART 146 Methods of Teaching Art Elementary
Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, paper mache and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. (Same as Art 146). Credit: 3
Every Fall

ART 147 Methods of Teaching Arts Secondary
Use of materials and formulation of projects for students on the secondary level (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design. (Same as ART 147.) Credit: 3
Every Spring

ART 155 Painting II
An opportunity to work in various materials with emphasis on composition and design, color experimentation, and space. Students work from still life and models. The prerequisite of ART 154.1 is required. Credit: 3
Every Spring

ART 156 Painting III
Individual attention and criticism given to each student with the aim of achieving a distinctive personal expression. Form, concept, space and color are emphasized as individuality is encouraged through analysis and discussion. May be taken in one subsequent semester for credit. The prerequisite of ART 155 is required. Credit: 3
Every Spring

ART 157 Figure Drawing
Learning to depict the human figure through the use of line, color and form in order to develop a personal style in various graphic media. Prerequisite: ART 150.1. Credit: 3
On Occasion

ART 159 Introduction To Watercolor
An introduction to methods of watercolor painting. Students learn step by step how to create a successful painting and to show the relationship of technique to subject matter and how one enhances the other. The focus in on still life's, portraits, scaling techniques, interior and exterior imagery in a series. Credit: 3
Every Summer

ART 170 Two-Dimensional
An introduction to the essential elements of visual perception on a flat 2-D surface. Students work in a studio setting, exploring a variety of contemporary concepts and materials. Credit: 3
Every Summer

ART 171 Introduction to Color
An introduction to the practical use of color as an active and interactive medium in the arts based on the pioneering work of Josef Albers. In addition to traditional color theory, studies include the basic
color change, the illusion of transparency, color vibration and afterimage. May be taken for one or two semesters.

Credits: 3

Alternate Semesters

ART 172 Workshop on Children's Book Illustrations
Using a large collection of classic children's books as a resource, each student in this hands-on workshop develops an original book from concept to completed layout. Use of the double-page spread and placement of lettering are stressed.

Credits: 3
On Occasion

ART 173 Introduction to Calligraphy
The development of Western calligraphy, uncial and black letter, letterform terminology, spacing, serif construction, and flourishing are discussed.

Credits: 3
Every Fall

ART 174 Intermediate Calligraphy
An examination of the variations in weight, width, serif structure, size, and so on of roman and italic alphabets. Uncial and carolingian alphabets are introduced. Use of color and special papers and writing large are covered. The prerequisite of ART 173 is required.

Credits: 3
On Occasion

ART 175 Creative Handmade Books
The art of bookbinding and the book arts (including tooling, illumination, typographical design, papermaking and calligraphy) are explored through literary traditions, visual narratives and kinetic three-dimensional structures. Students discover a multitude of new media through these traditions and the innovations that have been explored by contemporary book artists.

Credits: 3
On Occasion

ART 176 Introduction to Printmaking
A hands on introductory class learning techniques of woodcut, linocut and monotype/monoprint printing. An introduction to intaglio techniques of dry point, hard and soft ground etching, and aquatint is offered.

Credits: 3
Alternate Semesters

ART 177 Intermediate Printmaking
An examination of color and multi-plate printing and complex etching techniques. Students will concentrate on a technique of their choice. The prerequisite of ART 176 is required.

Credits: 3
Every Spring

ART 178 Advanced Printmaking
Students choose a special project and work with the instructor in its development.

The prerequisites of ART 176 and ART 177 are required.

Credits: 3
On Occasion

ART 179 Digital Printmaking
The concepts and techniques of traditional printmaking and an introduction to the means and methods of digital art-making. Combining traditional printmaking with digital technologies, students link the formal qualities inherent in two-dimensional art-making with the non-linear spatial, ephemeral aspects of cyberspace. (Formerly ART 216.)

The prerequisite of MA 118 or MA 124 is required.

Credits: 3
On Occasion

ART 182 Typography
Typography is the art of organizing letters in space and time. Students gain a familiarity with typographic terms and technologies; an understanding of classical and contemporary typographic forms; and ability to construct typographic compositions and systems; and an appreciation of typography as an expressive medium that conveys aesthetic, emotional, and intellectual meaning.

Credits: 3
On Occasion

ART 187 Portfolio Development
Preparation by the Art major for the senior thesis exhibition requirement. Students also prepare a portfolio and vita for job and graduate school applications. Photography of student work, framing and other display techniques are covered. Art minors may also elect this course.

Credits: 3
Every Fall

ART 188 Workshop in Glass Making
An introduction to the artistic possibilities of glass: glass blowing, casting, neon, cold technique. May be taken in subsequent semesters for credit.

Credits: 3
Every Semester

ART 194 Portfolio Review
Faculty mentors instruct students in the art of developing an effective portfolio for review by the Visual Arts faculty. May be taken in subsequent semesters for credit.

Credits: 1
Every Spring

ART 195 Honors Study
Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3
Every Semester

ART 196 Honors Study
Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3
Every Semester

ART 197 Independent Study
Prerequisite: Permission of the Chair of the Department and the Dean.

Credits: 3
Every Semester

ART 198 Independent Study
Prerequisite: Permission of the Chair of the Department and the Dean.

Credits: 3
Every Semester

ART 217 Glass Blowing
An introduction to the process of glass blowing. Technique, artistic possibilities and glass history are covered.

Credits: 3
Every Semester

ART 243 3D Computer Graphics I
An introductory level class in 3D Computer Graphics for film, video, games, print and the WEB. Students will learn basic modeling, texturing, scene design, digital cinematography and rendering using the latest hardware and software in the field. This class is a prerequisite for the 3D Animation, (MA 134.2) class, which is offered in the Spring. (Same as ART 124.3.)

Pre-requisite of MA 124 is required.

Credits: 3
Every Fall

ART 1281 Introduction to Color Photography
(Same as ART 128.1.) An exploration of color theory, film and darkroom techniques in printing color photographs. (Students must have a 35 mm camera with manual controls.)

Pre-requisite of MA 115/ART 115 is required.

Credits: 3
On Occasion

ART 1371 Advanced Potter's Wheel
Advanced exploration of the aesthetics, cultural philosophies and advanced techniques of the potter's wheel. Various firing methods and
development of a personal aesthetic is stressed. Prerequisite ART 134.
Credits: 3
On Occasion

ART 1391 Intermediate Sculpture
An in-depth exploration of a specific sculpture material, such as wood, stone or metal. The use of tools specific to the material, drawings of the project, maquettes and finished projects are all explained. The prerequisite of ART 138 is required.
Credits: 3
On Occasion

ART 1501 Drawing I
A concentration on the fundamentals of drawing, perspective, light and shade. The traditional principles of drawing and the use of basic materials are stressed. No previous experience in drawing is required.
Credits: 3
Every Semester

ART 1521 Drawing II
An introduction to various media and materials. Students develop individual skills and an understanding of the representation of objects and the human form. The prerequisite of ART 150.1 is required.
Credits: 3
Every Spring

ART 1522 Drawing III
An advanced studio course using the figure and still life as subject matter. May be taken in one subsequent semester for credit. The prerequisite of ART 152.1 is required.
Credits: 3
Every Spring

ART 1531 Anatomical Drawing
Designed to instruct the student in human anatomy to teach the rendering of the human figure from an understanding of the underlying structure of the human body, rather than its surface qualities, i.e., the skeleton and musculature.
Credits: 3
On Occasion

ART 1541 Painting I
An introduction to the basic materials and their use: setting up the palette, mixing and using colors, beginning a painting. No previous experience in painting is required.
Credits: 3
Every Semester

ART 1741 Introduction to Non-Western Calligraphy
In this class the student will be introduced to a number of Non-Western writing systems, practiced by many in the United States, but not generally included in standard introductory courses. In learning to write from right to left, often in vertical columns, instead of the traditional Western left-to-right horizontal fashion, the student will gain valuable insights. By discovering differing ways to see (and read) the picture plane, the student's educational experience will be enriched, and provide skills useful in other areas of the visual arts as well. Chinese, Arabic and Hebrew will be emphasized, with a focus on their diversities and surprising similarities.
Credits: 3
Every Spring
HONORS PROGRAM

The University Honors Program is a nationally recognized liberal arts program for undergraduate students in all disciplines at the Brooklyn Campus of the University. It is designed to assist students to become critical and independent thinkers. That goal is accomplished through an enriched core curriculum in small, seminar-style liberal arts classes that stress student participation and independent learning. The Honors Program also gives students freedom to design their own majors. Students interested in the Contract Major should meet with an Honors Director. Within the University, the Honors Program fosters an engaged community of learners, providing opportunities for intellectual support, social interaction, and leadership development.

The University Honors Program is also active in national organizations representing Honors students and undergraduate research. University Honors students are encouraged to shape their own education in a variety of ways. They may do so by taking a broad range of courses outside their areas of concentration, by attending national and regional conferences involving undergraduate research, and by participating in national and international seminars sponsored by Honors and its affiliate organizations.

B.A. in Interdisciplinary Major

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 01: Developmental Skills 0.00
  Mathematics 01
- DSM 09: Developmental Skills 0.00
  Mathematics 09
- ENG 13: English Composition 3.00
- ENG 14: English Composition 3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement: Not required for Honors students registered for the Honors Sequence (HEG 21, 22; HHP 21, 22; HHI 21, 22)
- ENG 16: English Composition 3.00
- ENG 16X: English Composition for Nonnative Speakers 3.00

Core Seminar Requirement: COS 50 is not required for Honors students registered for the Honors Sequence

Speech Core Requirement: Honors students take HSP 21 or HSP 22
- HSP 21: Political Rhetoric 3.00
- HSP 22: Theater as Social Ritual 3.00

English Literature Core Requirement: Honors students take HEG 21 and HEG 22
- HEG 21: Literature of the Human Imagination 3.00
- HEG 22: Literature of the Human Imagination 3.00

Planning Requirements
- HSM 25, 26 are taken in conjunction with the Honors Sequence. Pass/Fail.
- HSM 25: University Honors Seminar 0.00
- HSM 26: University Honors Seminar 0.00

Philosophy Core Requirement: Honors students take HHP 21 and HHP 22
- HHP 21: Human Values in Perspective 3.00
- HHP 22: Human Values in Perspective 3.00

History Core Requirement: Honors students take HHI 21 and HHI 22
- HHI 21: Perspectives on Human History 3.00
- HHI 22: Perspectives on Human History 3.00

Social Science Core Requirement: Honors students take HPS 21, HSS 21, or HSS 22
- HPS 21: Honors Psychology 3.00
- HSS 21: Civilization and Social Institutions 3.00
- HSS 22: Civilization and Social Institutions 3.00

Communication, Visual, and Performing Arts Core Requirement: Honors students take HAR 21 or HAR 22
- HAR 21: Art, Music, and Dance in Social Context 3.00
- HAR 22: Art, Music, and Dance in Social Context 3.00

Science Core: Honors students must follow the science core requirements of their selected major.
- Mathematics Core: Honors students must follow the mathematics core requirements of their selected major.
- Orientation Seminar Core Requirement: Honors students must take OSH1.

Foreign Language Core: Honors student should consult their Honors advisor regarding their foreign language core requirements.
- Honors Advanced Elective Requirement: Students who have completed the Honors Sequence are required to take three 100-level Honors Advanced Elective seminars (9 credits) to complete the program. Students who transfer into Honors after completing the core requirements must take four 100-level Honors Advanced Elective seminars (12 credits) to complete the program.

B.S. in Interdisciplinary Major

Bachelor of Science Core Requirements

Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X
- DSM 01: Developmental Skills 0.00
  Mathematics 01
- DSM 09: Developmental Skills 0.00
  Mathematics 09
- ENG 13: English Composition 3.00
- ENG 14: English Composition 3.00

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement: Not required for Honors Students registered for the Honors Sequence (HEG 21, 22; HHP 21, 22; HHI 21, 22)
- ENG 16: English Composition 3.00
- ENG 16X: English Composition for Nonnative Speakers 3.00

Core Seminar Requirement: COS 50 is not required for Honors students registered for the Honors Sequence

Speech Core Requirement: Honors students take HSP 21 or HSP 22
- HSP 21: Political Rhetoric 3.00
- HSP 22: Theater as Social Ritual 3.00

English Literature Core Requirement: Honors students take HEG 21 and HEG 22
- HEG 21: Literature of the Human Imagination 3.00
- HEG 22: Literature of the Human Imagination 3.00

Planning Requirements
- HSM 25, 26 are taken in conjunction with the Honors Sequence. Pass/Fail.
- HSM 25: University Honors Seminar 0.00
- HSM 26: University Honors Seminar 0.00
Philosophy Core Requirement: Honors

students take HHP 21 and HHP 22

HHP 21 Human Values in Perspective 3.00
HHP 22 Human Values in Perspective 3.00

History Core Requirement: Honors students take HHI 21 and HHI 22

HHI 21 Perspectives on Human History 3.00
HHI 22 Perspectives on Human History 3.00

Social Science Core Requirement: Honors students take 6 credits in HPS 21, HSS 21, or HSS 22

HPS 21 Honors Psychology 3.00
HSS 21 Civilization and Social Institutions 3.00
HSS 22 Civilization and Social Institutions 3.00

Communication, Visual and Performing Arts Core Requirement: Honors students take HAR 21 or HAR 22

HAR 21 Art, Music, and Dance in Social Context 3.00
HAR 22 Art, Music, and Dance in Social Context 3.00

Science Core: Honors students must follow the science core requirements of their selected major.

Mathematics Core: Honors students must follow the mathematics core requirements of their selected major.

Orientation Seminar Core Requirement: Honors students must take OS1H.

Foreign Language Core: Honors students should consult their Honors advisor regarding their foreign language core requirements.

Honors Advanced Elective Requirement:

Students who have completed the Honors Sequence are required to take three 100-level Honors Advanced Elective seminars (9 credits) to complete the program. Students who transfer into Honors after completing the core requirements must take four 100-level Honors Advanced Elective seminars (12 credits) to complete the program.

Honors Courses

HAR 21 Art, Music, and Dance in Social Context
An introduction to the language of the arts as well as the methodologies used to analyze and appreciate the arts. HAR 21, American Modern, focuses on Modernism in America, tracing the development of modern music, art, and dance from the early 20th century (1900) through the 1940's. The historical, social, and cultural trends that emerged in this period - and how and why they influenced the arts - will also be studied.

HAR 22 Art, Music, and Dance in Social Context
An introduction to the language of the arts as well as the methodologies used to analyze and appreciate the arts. HAR 22, American Postmodern, examines the roots of Post-Modernism and traces its development in music, art and dance from the 1950's to the present. The historical, social and cultural trends that emerged in this period - and how and why they influenced the arts - will also be studied.

HEG 21 Literature of the Human Imagination
An introduction to the nature and function of literature. Emphasis is on critical skills needed for the appraisal and interpretation of literature. Texts are selected from all genres and reflect literature of historical and contemporary cultures around the globe. Taken in conjunction with Honors History (HHI 21) and Honors Philosophy (HHP 21). Satisfies the English and WAC requirements for graduation.

HEG 22 Literature of the Human Imagination
An introduction to the nature and function of literature. Emphasis is on critical skills needed for the appraisal and interpretation of literature. Texts are selected from all genres and reflect literature of historical and contemporary cultures around the globe. Taken in conjunction with Honors History (HHI 22) and Honors Philosophy (HHP 22). Satisfies the English and WAC requirements for graduation.

HHE 100 - 192 Honors Advanced Elective Seminar
An interdisciplinary seminar that engages students in explorations of unique topics proposed by faculty from departments and programs across the university and occasionally from members of the professional world. Seminar topics are first reviewed and approved by members of the University Honors Program and the Honors Advisory Board. Faculty teaching Honors Advanced Elective Seminars are encouraged to integrate experimental and non-traditional pedagogies into their courses, including field trips, workshops, and student organized exercises. Topics change each semester.

HHE 195 Honors Independent Study
A student-initiated research project undertaken in conjunction with a faculty mentor. Students must submit a written proposal outlining the project objectives, a bibliography, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of Honors.

HHE 196 Honors Independent Study
A student-initiated research project undertaken in conjunction with a faculty mentor. Students must submit a written proposal outlining the project objectives, a bibliography, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of Honors.

HHE 197 Honors Independent Study
A student-initiated research project undertaken in conjunction with a faculty mentor. Students must submit a written proposal outlining the project objectives, a bibliography, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of Honors.

HHE 198 Honors Independent Study
A student-initiated research project undertaken in conjunction with a faculty mentor. Students must submit a written proposal outlining the project objectives, a bibliography, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of Honors.

HHE 201 University Honors Special Project
A research project tied specifically to a conference, to presentation of the student's work at a conference, to independent research developed from work initiated in an Honors Advanced Elective Seminar, or to a travel course. Honors special projects must be approved and closely supervised by a faculty member. Requires the approval of the faculty mentor and the Director of Honors.
### HHE 300 Honors Travel Seminar

The University Honors Travel Seminar is designed to engage students in travel-based and site-specific learning. Typically the itinerary will involve preparatory readings, small-group work, and self-guided exploration of sites relevant to the seminar topic. Students can expect to meet before and after the travel component for an organizational meeting and a final presentation. Topics for the Travel Seminar vary but all seminars include cross-disciplinary methodologies and experiential learning. Honors Travel Seminars are offered during spring break. HHE 300 credit counts toward fulfilling the program’s Honors Advanced Elective requirements and can be taken for repeat credit.

- **Credits:** 1 to 3
- **On Occasion**

### HHI 21 Perspectives on Human History

A study of political, economic and social trends in world history aimed at discovering the nature of historical fact. Taken in conjunction with Honors Literature (HEG 21) and Honors Philosophy (HHP 21). Satisfies the History and WAC requirements for graduation.

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

### HHI 22 Perspectives on Human History

A study of political, economic and social trends in world history aimed at discovering the nature of historical fact. Taken in conjunction with Honors Literature (HEG 22) and Honors Philosophy (HHP 22). Satisfies the History and WAC requirements for graduation.

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

### HHP 21 Human Values in Perspective

An introduction to classic texts and problems in the discipline of psychology that explores its major currents of thought, with special emphasis on studies in the area of cognitive development. Classes are conducted as seminars, emphasizing active learning and the application of theory to problems. May be used as a prerequisite for advanced courses in psychology.

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

### HLS 21 Honors Spanish

An introductory speaking, reading, and understanding Spanish course that places a major emphasis on learning Spanish as it is spoken within its cultural context. It is designed to raise the verbal competency of students with little or no prior exposure to the language through the use of Spanish multimedia and exposure to Spanish language oriented cultural and artistic events in New York City. Satisfies the language requirement for graduation.

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

### HLS 22 Honors Spanish

An introductory speaking, reading, and understanding Spanish course that places a major emphasis on learning Spanish as it is spoken within its cultural context. It is designed to raise the verbal competency of students with little or no prior exposure to the language through the use of Spanish multimedia and exposure to Spanish language oriented cultural and artistic events in New York City. Satisfies the language requirement for graduation.

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

### HSP 21 Political Rhetoric Seminar

An exploration of themes that lend themselves to investigation from a variety of viewpoints. Although the content of this experiential course varies from year to year, primary research and field-based learning are constants. Satisfies advanced distribution in either Humanities or Social Science.

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

### HSP 22 Theatre as Social Ritual

An exploration of effective oral communication, with emphasis on the analysis of classical and contemporary modes of political rhetoric. Students study oral communication through a variety of media, including written speeches, television, advertising, film and the Internet. Student presentations are an integral part of this course. Satisfies the speech requirement for graduation.

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

### HSS 21 Civilization and Social Institutions

An introduction to social science. HSS 21 combines disciplinary approaches from the various

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**Credits:** 1 to 3

**On Occasion**

**Every Fall**

**Credits:** 3

**Every Spring**

**Every Fall**

**Credits:** 3

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

**Credits:** 0

**Every Spring**

**Credits:** 3

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

**Credits:** 3

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

**Credits:** 3

**Student Group in order to register for the course.**
social sciences (e.g., Anthropology, Economics, Sociology, Political Science) to provide students with an understanding of social science methodology, including the use of surveys, statistical models, and comparative/ cross-cultural analysis. Satisfies social science requirement for graduation.

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

**Credits:** 3  
**Every Fall**

**HSS 22 Civilization and Social Institutions**

An introduction to social science. HSS 22 introduces students to the major economic, political, historical, and social influences that have shaped American culture with the aim of defining problems and methods in the social sciences. Satisfies social science requirement for graduation.

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

**Credits:** 3  
**Every Fall**

**COURSES**

**DSM 09 Developmental Skills Mathematics 09**

An overview of arithmetic and algebraic operations, systems of equations, inequalities and sets. Four classroom hours per week, two one-hour workshops per week. Letter grades and U. This course has an additional fee. Offered every semester. **Pre-requisite:** DSM 01 or placement exam. **Non-credit.**  
The pre-requisite of DSM 01 is required or the placement exam.  
**Credits:** 0  
**Every Semester**

**COOPERATIVE EDUCATION COURSES**

**COOP 1 Career Readiness**

The main objective of Coop 1 is to empower students to begin the process of developing their career. In this class, students learn and practice the various elements needed to be successful in any profession. The curriculum includes self-assessments, career research, job-search strategies, resume writing, interview skills and professionalism. Open to upper-Freshmen through upper-Senior. **Prerequisite:** Orientation Seminar 1, ENG 16 or the equivalent, or permission of the Director. **One credit.**

The pre-requisites of OS 1 and ENG 16 or the equivalents are required, or permission of the Director.  
**Credits:** 1  
**Every Fall, Spring and Summer**

**COOP 2 Professional Development**

An integrative seminar offered to students during or immediately after their cooperative education placement or supervised fieldwork internship. It introduces them to the culture of the workplace, helps them assess the level of their performance, and provides them with an analytical framework within which to relate the practical world of professional work to the theoretical world of academic learning. Students in all majors and in all kinds of field placements join in a cross-disciplinary approach to experience-enriched education. Scholarship support is available for qualified registered applicants. A prerequisite for advanced field placements.  
**Credits:** 3  
**Every Fall, Spring and Summer**

**COOP 99 Field Placement**

Placement of students in cooperative education or internship positions related to their academic major or career to enable students to integrate classroom learning with practical job experience. Opportunities are offered in business, government, service and cultural organizations. May be repeated in subsequent semesters. Pass/Fail only. **Non-credit.**

**Prerequisite:** COOP 1 or permission of the Assistant Dean of Career Services; Open only to sophomores, juniors and seniors. **Credits:** 0  
**Every Fall, Spring and Summer**

**ORIENTATION SEMINAR COURSES**

**OS 1 The University Discovery and Change**

All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.  
**Credits:** 1  
**Every Fall and Spring**

**OS 1C The University Discovery and Change**

OS 1C is a specially designated OS 1 class designed for Academic Career Exploration program participants. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Required of all freshman students and transfer students with fewer than 24 credits. Pass/Fail only.  
**Credits:** 1  
**Every Fall and Spring**

**OS 1G University-Disc/Chng**

OS 1G is a specially designated OS 1 class designed for the Plan for Academic Success students. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.  
**Credits:** 1  
**Every Fall and Spring**
OS 1H University-Disc/Chng
OS 1H is a specially designated OS 1 class designed for University Honors Program students. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.
Credits: 1
Every Fall and Spring

OS 1S University-Disc/Chng
OS 1S is a specially designated OS 1 class designed for NCAA Division 1 student-athletes. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.
Credits: 1
Every Fall and Spring

OS 1T The University: Discovery and Change
OS 1T is a specially designated OS 1 class designed for transfer students with fewer than 24 credits. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Required for transfer students with fewer than 24 credits. Pass/Fail only.
Credits: 1
Every Fall and Spring
The School of Business, Public Administration and Information Sciences at Long Island University’s Brooklyn Campus prepares students for professional careers in business and government. In addition to excellence in teaching, the depth and variety of academic study options and professional enrichment offerings combine to create a dynamic learning environment that provides students with the stimulation, networking opportunities, diversity and inspiration required for true academic success and professional development. Students are engaged and challenged by an internationally recognized faculty. Small classroom environments allow the students to better gain knowledge, skills and values in their study areas, as well as to develop the ability to evaluate current and emerging global issues and opportunities. Students’ experiential learning includes multidisciplinary teamwork, case studies and consulting projects, all of which have helped our students gain national recognition and placement in top firms and government agencies.

The School of Business, Public Administration and Information Sciences offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Finance, Management, and Marketing; accelerated Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) with concentrations in Finance, Management, International Business, Management Information Systems, Human Resource Management, and Marketing; Master of Business Administration in Accounting (M.B.A. Accounting); Master of Science in Accounting; Master of Science in Human Resource Management; Master of Science in Taxation; Master of Science in Computer Science; Master of Public Administration (M.P.A.) with tracks in Public Administration and Health Administration; and Advanced Certificates in Gerontology Administration and Non-Profit Management; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.

Undergraduate programs in the School of Business, Public Administration and Information Sciences lead to the Bachelor of Science and the Associate in Applied Science. The accelerated Bachelor of Science/Master of Science leads to the Master of Science Degree. The School consists of four academic units, of which three offer undergraduate and dual degrees: Department of Accounting, Taxation and Law; Department of Computer Science, and Department of Managerial Sciences. These departments offer minors which are available to the School of Business students and Long Island University’s Brooklyn Campus students. Students may choose one of the following minors: Accounting, Computer Science, Entrepreneurship, Finance, Management, Marketing, and Technology.

The School consists of four academic units which offer graduate degrees: Department of Accounting, Taxation and Law; Department of Computer Science; Department of Managerial Sciences; and Public Administration.

For information, please contact the Dean’s Office at 718-488-1070, fax 718-488-1125, email us at business@brooklyn.liu.edu, or visit the website at www.liu.edu/brooklyn/business.

Mohammed Ghriga
Dean
mohammed.ghriga@liu.edu

Linette Williams
Assistant Dean
linette.williams@liu.edu
Mission Statement

The mission of the School of Business, Public Administration and Information Sciences at Long Island University’s Brooklyn Campus is to academically and professionally prepare undergraduate and graduate students for successful lives in a global society, as well as for meaningful careers in business, commerce, public service and technology.

The goal of undergraduate education is to provide a systems approach to academic preparation in fields related to the conduct of business including: accounting, management, marketing, finance, banking and computer science. At the graduate level, the goal is to provide advanced knowledge preparation to address the challenges of the global economy and to furnish the skill sets and research tools needed for management positions as well as for those positions that call for professional responsibility in the private, public and non-government organization sectors of the world economy.

To support its mission, the School of Business, Public Administration and Information Sciences has developed a learning environment that promotes the globalization of both undergraduate and graduate curricula, such that graduates are prepared for local, national and global opportunities.

The School of Business also strongly supports students in the integration of appropriate technologies, enabling them to use computer software applications, online services and the internet to facilitate knowledge acquisition, communication, and research and analysis that is relevant to business, government and professional pursuits.

Academic Policies

Probation/Unsatisfactory Grades

Students are expected to maintain at least a 2.00 cumulative grade-point average in any of the undergraduate programs of the School. Students enrolled in the Bachelor of Science/Master of Science are expected to maintain a minimum of 3.00 cumulative grade-point average. Students who do not maintain this standard will be placed on probation. The Academic Standing Committee will make a recommendation to the Dean concerning the student’s potential to successfully complete the program. The Dean will make the final disposition of the case.

Plagiarism

Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties up to and including failure in an individual course and/or expulsion from the School of Business, Public Administration and Information Sciences and the University.

Application for Degree

A candidate for graduation is expected to file a degree application well in advance of Commencement and to notify the Registrar of his or her expected date of graduation by the deadline specified in the Academic Calendar.

Academic Advisement and Career Counseling

The School of Business, Public Administration, and Information Sciences provides professional academic advisement and career counseling to assist all students in academic planning and career preparation for all programs of the School. The School of Business, Public Administration and Information Sciences Advisement Office can be reached by phone at (718) 488-1121 or e-mail at joan.pierre@liu.edu. The advisers are located in the Humanities Building 700.

DEPARTMENT OF ACCOUNTING, TAXATION AND LAW

Professor Fischman (Chair)
Professors Emeriti Canavan, Lee, Rochlin, Woltzer
Associate Professor Scerbinski
Assistant Professor Morgan-Thomas
Adjunct Faculty: 11

Accountants provide financial information for evaluating the present and planned activities of companies and organizations. Accounting prepares those planning a career in business with a solid, yet versatile professional background. The field offers employment opportunities in a wide variety of areas. Every company, regardless of its size or structure, has an accounting function and employs the services of certified public accountants, auditors, tax advisors, financial managers and consultants. According to the U.S. Department of Labor’s Bureau of Labor Statistics, accounting jobs are expected to grow nearly 22% by 2018.

Accountants evaluate past performances of companies and make recommendations for improved performance. It’s the accountant’s responsibility to devise effective cost-cutting strategies aimed at improving an organization’s overall performance. They are essential to the effective operations of businesses, government agencies and not-for-profit organizations.

The Department of Accounting, Taxation and Law offers two degrees and a minor in Accounting. One is a four-year Bachelor of Science in Accounting for students planning on careers in banking, government, industry, or public accounting. The second degree is the five-year combined Bachelor of Science/Master of Science program designed to prepare students for current and future requirements for CPA licensure. In addition, the department offers an Accounting minor available to the School of Business students and Long Island University’s Brooklyn Campus students.

B.S. in Accounting

School of Business Core Requirements

School of Business Liberal Arts Core Requirements:

- English Composition Core: 3 Credits
  - ENG 16 English Composition 3.00
  - ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement: 3 Credits

- COS 50 Idea Of The Human 3.00

English Literature Core Requirement: 6 Credits

- ENG 61 European Literatures I 3.00
- ENG 62 European Literatures II 3.00
- ENG 63 American Literatures 3.00
- ENG 64 Non-Western Literatures 3.00
- HEG 21 Literature of the Human Imagination 3.00
- HEG 22 English Literature of the Human Imagination 3.00

History Core Requirement: 6 Credits

- HIS 1 History of Civilizations to 1500 3.00
- HIS 2 History of Civilizations Since 1500 3.00

Economics Core Requirement: 6 Credits

- ECO 1 Introduction to Economics 3.00
- ECO 2 Introduction to Economics 3.00

Math Core Requirement: 3 Credits

- MTH 16 Finite Mathematics 3.00

Orientation Seminar Requirement: 1 Credit

- OS 1 The University: Discovery and Change 1.00
**Philosophy Core Requirement:** 6 Credits  
PHI 61 Philosophical Explorations I  3.00  
PHI 62 Philosophical Explorations II  3.00  

**Speech Core Requirement:** 3 Credits  
SPE 3 Oral Communication  3.00  

**Science Core Requirement:** 10 Credits  
BIO 22 Biology and Modern Technology  3.00  
CHM 21 Chemistry and Modern Technology  3.00  
PHY 20 The Physical Universe  4.00  

**School of Business Liberal Arts Elective Requirements:**  
Introductory Arts and Sciences Electives: 6 credits  
Any Introductory or Advanced Courses Offered By Conolly College  
Advanced Arts and Sciences Electives: 9 credits  
Any Advanced Courses (Numbered over 100) Offered By Conolly College  

**Advanced Credit Requirement**  
Minimum of 48 advanced credits is required.  
Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.  

**Undergraduate Business Core Requirements**  
The following eleven (11) courses are required:  
ACC 101 Principles of Accounting I  3.00  
ACC 102 Principles of Accounting II  3.00  
FIN 101 Financial Markets and Institutions  3.00  
FIN 102 Introduction to Corporate Finance  3.00  
LAW 101 Introduction to Law and Legal Reasoning  3.00  
LAW 102 The Legal Environment of Business  3.00  
MAN 101 Principles of Management  3.00  
MAN 131 Managerial Communications  3.00  
MKT 101 The Fundamentals of Marketing  3.00  
QAS 128 Business Statistics I  3.00  
QAS 129 Business Statistics II  3.00  

**Computer Science Core:** 3 Credits  
CS 9B Spreadsheets  1.00  
CS 9E Advanced Word Processing  1.00  
CS 9K Advanced Spreadsheets  1.00  
OR  
CS 101 Fundamentals of Computer Science and Information Sciences  3.00  

**Accounting Bachelor of Science Major Requirements:**  
**Major Grade Point Average (GPA): Minimum 2.0 Major GPA Required**  
**Accounting Major Requirement:** 27 Credits  
Must Complete all 9 courses listed below:  
ACC 121 Intermediate Accounting I  3.00  
ACC 122 Intermediate Accounting II  3.00  
ACC 129 Accounting Information Systems  3.00  
ACC 131 Management Accounting  3.00  
ACC 138 Advanced Accounting  3.00  
ACC 142 Auditing  3.00  
ACC 145 Federal Income Tax  3.00  
ACC 154 Contemporary Topics in Accounting  3.00  
FIN 115 Analysis of Financial Statements  3.00  

**Advanced Business Elective:** 3 Credits  
1 Advanced Business Course Numbered Over 102  

**Total Degree Credit Requirement:** 128 Credits  

**B.S./M.S. in Accounting**  
The B.S./M.S. in Accounting degree expands the undergraduate’s accounting knowledge through graduate coursework emphasizing practical application of accounting theory in the complexities of today’s international economic environment. This program meets the 150-hour Certified Public Accountant licensing requirements in New York State as well as in other states.  

**Dual B.S./M.S. in Accounting**  

**School of Business Liberal Arts Elective Requirements:**  
Arts and Sciences Electives: 7 credits  
Any Introductory or Advanced Courses Offered By Conolly College  

**Undergraduate Business Core Requirements**  
The following ten (10) courses are required:  
ACC 101 Principles of Accounting I  3.00  
ACC 102 Principles of Accounting II  3.00  

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**Brooklyn Campus**

| FIN 101 | Financial Markets and Institutions | 3.00 |
| FIN 102 | Introduction to Corporate Finance | 3.00 |
| LAW 101 | Introduction to Law and Legal Reasoning | 3.00 |
| LAW 102 | The Legal Environment of Business | 3.00 |
| MAN 101 | Principles of Management | 3.00 |
| MAN 131 | Managerial Communications | 3.00 |
| MKT 101 | The Fundamentals of Marketing | 3.00 |
| QAS 128 | Business Statistics I | 3.00 |
| CS 9B | Spreadsheets | 1.00 |
| CS 9E | Advanced Word Processing | 1.00 |
| CS 9K | Advanced Spreadsheets | 1.00 |
| OR 101 | Fundamentals of Computer Science and Information Sciences | 3.00 |

### Accounting BS/MS Requirements

**BS/MS Accounting Major Grade Point Average (GPA):** Minimum 3.0 Major GPA Required

**Accounting, Finance, and Taxation Requirements:** 48 Credits

**Must Complete all 16 courses listed below:**

- ACC 121 Intermediate Accounting I 3.00
- ACC 122 Intermediate Accounting II 3.00
- ACC 129 Accounting Information Systems 3.00
- ACC 131 Management Accounting 3.00
- ACC 138 Advanced Accounting 3.00
- ACC 142 Auditing 3.00
- ACC 154 Contemporary Topics in Accounting 3.00
- ACC 712 Accounting Information Systems 3.00
- ACC 720 Not-for-Profit/Government Accounting 3.00
- ACC 742 Financial Statement Analysis 3.00
- ACC 752 Advanced Auditing 3.00
- ACC 765 Accounting and Reporting I 3.00
- ACC 766 Accounting and Reporting II 3.00
- FIN 115 Analysis of Financial Statements 3.00
- TAX 716 Federal Income Tax Principles 3.00
- TAX 722 Corporate Taxation 3.00

#### Additional Required Graduate Courses: 15 Credits

- MBA, Any Advanced Business, 3.00
- ACC Accounting or Taxation Course
- OR
- ECO 600 Graduate Economics level Course 3.00
- ACC 700 Any Advanced level Accounting or Taxation Course 3.00
- TAX 700 Any Advanced Accounting or Taxation Course 3.00
- OR
- ACC 700 Any Advanced level Accounting or Taxation Course 3.00

### Total Degree Credit Requirement: 150 Credits

#### Minor in Accounting

**Accounting Minor**

The Accounting Minor is designed to provide students with an extended background in accounting to compliment their major. Accounting, at the core of all business, is critical for any other field in business as well as of interest to students from various disciplines leading to positions in government, not for profits, and corporations.

The Accounting Minor requires the following 15 credits:

- ACC 101 Principles of Accounting I 3.00
- ACC 102 Principles of Accounting II 3.00
- ACC 121 Intermediate Accounting I 3.00
- ACC 129 Accounting Information Systems 3.00
- ACC 131 Management Accounting 3.00

### Accounting Courses

**ACC 101 Principles of Accounting I**

An introduction to the fundamental principles and theory of the accounting applied to business organizations. Topics covered during the semester include the balance sheet, income statement, and the principles required to understand financial accounting information. Consideration is given to the recording process, income determination, and the effect of accounting concepts on financial statements.

Credits: 3
Every Fall and Spring

**ACC 102 Principles of Accounting II**

The second course on accounting fundamentals. Building upon Accounting 101, the course covers additional topics in financial statement development and how cost relationships affect management planning and supervising. Case analysis is utilized to provide a solid foundation in the principles of accounting.

The prerequisite of ACC 101 is required.

Credits: 3
Every Fall and Spring

**ACC 120 Not-for-Profit/ Governmental Accounting**

A study of budgeting, planning and reporting for nonprofit organizations, government agencies, hospitals and educational institutions. Fund accounting principles are covered.

The prerequisites of ACC 101 and 102 are required.

Credits: 3
On Occasion

**ACC 121 Intermediate Accounting I**

An in-depth study of concepts of financial accounting and income determination; analysis of current accounting theory.

The prerequisites of ACC 101 and 102 are required.

Credits: 3
Every Fall and Spring

**ACC 122 Intermediate Accounting II**

The course continues Accounting 121 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.
### Law Courses

**LAW 101 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
EACH FALL AND SPRING

**LAW 102 The Legal Environment of Business**
Personal and real property law. The study of partnerships, limited liability companies, corporations, wills 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 101 is required.
CREDITS: 3
EACH FALL AND SPRING

### Department of Computer Science

Professor Rodriguez
Professors Emeriti Edelson, Vasilaky
Associate Professors Ghiriga (Dean), P. Chung (Chair), League
Adjunct Faculty: 9

In the global marketplace, no company or organization can exist without computers and technology. Companies rely on highly skilled and technically adept people to maintain software and hardware and provide support. New uses for computers emerge continuously and the potential for technology is unlimited. The outlook for continued technological development is positive, especially in the fields of communication, transportation, biotechnology, and service industries. Wireless technology, broadband and security technology are all growing fields and technology skills are still in high demand in the government and military, health care and pharmaceuticals. As computer applications expand, jobs for system analysts, computer scientists, and database and network administrators are expected to be among the fastest growing occupations. The Department’s primary goal is to instill in students sound analytical reasoning in the latest technologies so that they have long, successful careers in fields that are continually evolving and that offer a broad array of professional opportunities.

The Department of Computer Science offers the Bachelor of Science in Computer Science and two minors in Computer Science and Technology.
which are available to the School of Business students and Long Island University’s Brooklyn Campus students.

B.S. in Computer Science

The B.S. in Computer Science degree focuses on the concepts and techniques used in the design and development of advanced software systems, network designs and systems administration. Students in this program explore the conceptual foundations of computer science – its fundamental algorithms, programming languages, operating systems and software engineering techniques. In addition, they can choose from innovative electives, including artificial intelligence, database systems, graphical user interfaces, game development, e-commerce and computer networks, and system and network administration among others. As with the introductory sequence, these advanced courses stress hands-on learning. The B.S. in Computer Science prepares students for careers as system analysts, computer programmers, database administrators, network administrators, software developers, and many other technology-oriented careers.

Computer Science majors are required to obtain at least a C- grade in Computer Science 101 and Computer Science 102. A Computer Science major who receives below a C- in Computer Science 101 may not advance to Computer Science 102 unless the student repeats the course and obtains a grade of C- or better. A Computer Science major who receives below a C- in Computer Science 102 may not continue in the major unless the student repeats the course and obtains a grade of C- or better. A 2.5 grade point average in all computer courses is required in order to graduate from this program.

B.S. in Computer Science

School of Business Core Requirements

School of Business Liberal Arts Core Requirements:

English Composition Core: 3 Credits
ENG 16 English Composition 3.00
ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement: 3 Credits
COS 50 Idea Of The Human 3.00

English Literature Core Requirement: 6 Credits
ENG 61 European Literatures I 3.00
ENG 62 European Literatures II 3.00
ENG 63 American Literatures 3.00
ENG 64 Non-Western Literatures 3.00

History Core Requirement: 6 Credits
HIS 1 History of Civilizations to 1500 3.00
HIS 2 History of Civilizations Since 1500 3.00

Economics Core Requirement: 6 Credits
ECO 1 Introduction to Economics 3.00
ECO 2 Introduction to Economics 3.00

Math Core Requirement: 3 Credits
MTH 16 Finite Mathematics 3.00

Orientation Seminar Requirement: 1 Credit
OS 1 The University: Discovery and Change 1.00

Philosophy Core Requirement: 6 Credits
PHI 61 Philosophical Explorations I 3.00
PHI 62 Philosophical Explorations II 3.00

Speech Core Requirement: 3 Credits
SPE 3 Oral Communication 3.00

Science Core Requirement: 10 Credits
BIO 22 Biology and Modern Technology 3.00
CHM 21 Chemistry and Modern Technology 3.00
PHY 20 The Physical Universe 4.00

School of Business Liberal Arts Elective Requirements:

Introductory Arts and Sciences Electives: 9 credits
Any Introductory or Advanced Courses Offered By Conolly College 3.00

Advanced Arts and Sciences Electives: 6 credits
Any Advanced Courses (Numbered over 100) Offered By Conolly College 3.00

Advanced Credit Requirement Minimum of 48 advanced credits is required.
Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.

Undergraduate Business Core Requirement: 6 Credits
MAN 131 Managerial Communications 3.00
QAS 128 Business Statistics I 3.00

Computer Science Minor

The Computer Science Minor is designed to give the student of any discipline an excellent working knowledge of the field of computer science. A student with a minor in Computer Science will be able to integrate the practices of his or her major field of study with the growing area of computers. The minor gives the student a complete background knowledge of effective programming techniques and tools available to those working in the computer field.

The Computer Science Minor requires the following 18 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101</td>
<td>Fundamentals of Computer Science and Information Sciences</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 102</td>
<td>Programming I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 117</td>
<td>Programming II</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 118</td>
<td>Computer Architecture</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 130</td>
<td>Algorithms and Data Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 150</td>
<td>Operating Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Minor in Technology

Technology Minor
The Technology Minor is designed to provide students with a broad introduction to computer technology. The instruction is focused on developing the skills needed in areas such as databases, networks, web development, and privacy and security—which are essential in today’s work environment.

The Technology Minor requires the following 15 credits:

- **CS 101 Fundamentals of Computer Science and Information Sciences** 3.00
- **CS 102 Programming I** 3.00
- **CS 148 Database Systems I** 3.00
- **CS 154 Computer Networks** 3.00

and one course from the following:

- **CS 120 Web Development** 3.00
- **CS 158 Privacy and Internet Security** 3.00

Computer Science Courses

**CS 9 Introduction to Windows Environment**
All the basic functions of Windows, such as working with Windows programs, customizing Windows, managing files and folders using Windows Explorer, Operating Systems, disk management and storage, and a brief introduction to Word Processing, Spreadsheets, and Database are explained. Emphasis is on hands-on work.

*Credits: 1*
*Every Fall and Spring*

**CS 9A Word Processing**
All the basic functions of a word processor, such as creating, editing and retrieving documents, enhancing and managing documents, creating graphics and charts are explained. Work is done with multiple documents. Touchtyping instructions are not part of the course.

*The prerequisite of CS 9 is required.*

*Credits: 1*
*Every Fall and Spring*

**CS 9B Spreadsheets**
All the basic functions of spreadsheets, such as planning and designing a worksheet, building a worksheet with formulas, enhancing a worksheet, enhancing and managing workbooks, and creating a chart, are explained.

*The prerequisite of CS 9 is required of all majors except students in the School of Business.*

*Credits: 1*
*Every Fall and Spring*

**CS 9D Statistical Packages for Social Sciences (SPSS)**
This course will cover a broad range of statistical procedures that allow the summarization of data (computer means standard deviations), determines whether there are significant differences between groups (T-Test, Analysis of variance), examine relationship among variables (correlation, multiple regression), and graph results (Bar Charts, Line Graphs) are explained.

*Pre-requisites of CS 9 and CS 9K are required.*

*Credits: 1*
*On Occasion*

**CS 9F Introduction to Desktop Publishing**
This course will cover the basic desktop publishing skills, such as creating a publication, working with text and graphics, customizing a publication, adding color, working with long publication, and publishing electronically.

*Pre-requisite of CS 9E is required.*

*Credits: 1*
*On Occasion*

**CS 9H Internet (WWW)**
All the basics of Internet, such as browsing the World Wide Web, retrieving, saving, and printing information obtained from the web, types of web resources, web search resources, successful search techniques, working with bibliographies and citing web sources, and using other methods to search the web are explained.

*The prerequisite of CS 9 is required.*

*Credits: 1*
*Every Fall and Spring*

**CS 9J Web Page Design**
All the basic functions of creating a web page, such as developing a basic web page, creating a hypertext link to a web page, designing a web page with fonts, colors, and graphics, are explained.

*Pre-requisite of CS 9H is required.*

**CS 9K Advanced Spreadsheets**
This course was developed primarily as a hands-on learning experience. The student will learn how to apply software skills to meet real-world situations. Calculation of loan amortizations (worksheet building), developing payroll records (worksheet linking), charting, and investment analysis (financial and data analysis) are done as independent topics.

*The prequisite of CS 9B is required of all majors except students in the School of Business.*

*Credits: 1*
*Every Fall and Spring*

**CS 9L Advanced Fundamentals of Database**
Students will study the advanced features of a database system such as design and create multiple tables, design and create multi-table queries, using calculation and action queries, and design and create reports, using form controls.

*Pre-requisite of CS 9C is required.*

*Credits: 1*
*On Occasion*

**CS 9M PowerPoint**
The student will learn how to transform ideas into professional and compelling presentations, such as creating, modifying, customizing presentations, enhancing charts, embedded objects and hyperlinks. Students will also learn how to use slide show features.

*The prerequisite of CS 9A or equivalent is required.*

*Credits: 1*
*Every Fall and Spring*

**CS 9N Advanced Web Page Design**
The student will learn how to transform ideas into professional and compelling web pages. Topics include designing a web page with tables, using frames in a web site, and posting resumes to web pages. Students will develop their own web pages.

*Pre-requisite of CS 9J is required.*

*Credits: 1*
*Every Fall and Spring*

**CS 9O Digital Imaging (Photoshop)**
This course is designed for students with little or no Photoshop experience. Students will develop a working knowledge of the various tools and techniques used in the manipulation of digital images, apply these tools and techniques in the creation and editing of images in different contexts that range from Web to multimedia applications, including personal use and traditional print media. They will develop the ability to import images via scanners and digital cameras, enhance, colors, manipulate images, add image layers, and create animation. Weekly assignments will provide students with the opportunity to learn basic techniques and terminology and work with paint and illustration, graphics and images.
The prerequisite of CS 9 is required.
Credits: 1
On Occasion

CS 9P Home Networking Basics
This course is designed for students with little or no computer experience. Students will develop a working knowledge of the various tools and techniques used to make computers more convenient, cost effective, and fun to use. Students will be taught how to connect computers together, about the various types of networks, appropriate network hardware installations, internet connections, network configuration including file sharing and folders, sharing printers and peripherals, and how to use the network to communicate with others.
The prerequisite of CS 9 is required.
Credits: 1
Every Fall and Spring

CS 101 Fundamentals of Computer Science and Information Sciences
A broad overview of the main areas of study in Computer and Information Sciences. Topics include computer organization, information processing, algorithms, and programming. The main ideas behind the theory and design of Operating Systems, Databases, and Computer Networks, along with current views on the theory and practice of Software Engineering, and the basics of Artificial Intelligence are also explored. The course highlights the uses of computing systems in business, the sciences, and other professional fields. This course is required for all students majoring in Computer Science or Information Systems. It is also suitable for majors in other disciplines who want to go beyond being casual users of computers to gain a deeper appreciation of some of the most important computing and information technologies developed over the last fifty years. Three lecture hours, one hour lab.
Credits: 3
Every Fall and Spring

CS 102 Programming I
Problem solving, algorithmic design, and implementation using the C++ programming language are presented. Topics include fundamental data types and associated array types, I/O processing, conditional and loop constructs, use and implementation of functions. A brief overview of structures is given. Throughout the course, good programming styles and sound program construction are emphasized. Three lecture hours, one hour lab.
The prerequisite of CS 101 is required.
Credits: 3
Every Fall and Spring

CS 117 Programming II
A continuation of CS 102 using the C++ programming language. Emphasis is on larger multi-file projects. Topics include file processing, pointers, dynamic memory allocation and its usage, string processing, aggregated data types, and their associated algorithms. Elements of object-oriented programming, such as classes and their public interfaces’ usage, are introduced. Three hours lecture, one hour laboratory.
The prerequisite of CS 102 is required.
Credits: 3
Every Spring

CS 118 Computer Architecture
The course provides a comprehensive study of computer architecture and organization. Boolean algebra is introduced to teach digital devices. The operational units and their interconnections that realize the architectural specification of a computer are studied and their overall performance is analyzed. The design and implementation of a simple processor is an integral part of the course. Programming at different levels is also introduced.
The prerequisite of CS 102 is required.
Credits: 3
Every Spring

CS 120 Web Development
Web page and Common Gateway interface (CGI) application development. Topics include HTML, Web browser and server communication using HTTP and HTTPS, browser state tracking, basic web server configuration settings, Client Side Java Scripting, back end database connectivity, and CGI application development using common tools and languages. Students are required to develop and complete several web based applications such as a shopping cart style website. Three hours lecture, one hour laboratory.
The prerequisite of CS 102 is required.
Credits: 3
On Occasion

CS 128 Information Systems Analysis and Design
A comprehensive introduction to the fundamental concepts of systems analysis and design; industrial perspective of information technology; software process models, human factors, project management; requirements of engineering and analysis; and system modeling techniques, design methodologies, post-implementation analysis, and CASE tools support. Three hours lecture, one hour laboratory.
The prerequisite of CS 117 is required.
Credits: 3
Every Fall

CS 130 Algorithms and Data Structures I
A study of the design and representation of information and storage structures and their associated implementation in a blockstructured 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.
The prerequisite of CS 117 is required.
Credits: 3
Every Fall

CS 135 Compiler Theory and Design
An examination of fundamental compiler organization. Topics include lexical analysis, syntax analysis, abstract syntax trees, symbol table organization, code generation and code optimization. Students are expected to implement a compiler for a given language, using tools such as LEX and YACC. Three hours lecture, one hour laboratory.
The prerequisite of CS 130 is required.
Credits: 3
On Occasion

CS 136 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 prerequisite of CS 101 is required.
Credits: 3
Every Fall

CS 139 Operating Systems
An introduction to the fundamental concepts of operating systems. Topics include process management, file systems, virtual memory, and security. The course is designed to provide a solid foundation in computer operating systems for students pursuing further study in computer science.
Credits: 3
On Occasion

CS 140 Database Systems II
A continuation of Database Systems I introduced in CS 148. The course focuses on database programming techniques and some topics in advanced database design. Topics include: object-oriented database features, PL/SQL database programming with exception and error handling, database security and authorization, and concurrency control and recovery. Other advanced topics and issues in distributed and Internet databases, and data warehousing are also covered. Three hours lecture, three hours laboratory.
The prerequisite of CS 148 is required.
Credits: 3
On Occasion

CS 145 Database Systems III
A study of the design and representation of information and storage structures and their associated implementation in a blockstructured 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.
The prerequisite of CS 117 is required.
Credits: 3
Every Fall

CS 148 Database Systems I
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.
The prerequisite of CS 130 is required.
Credits: 3
Every Spring
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.

Pre-requisites of CS 117 and CS 118 are required.

Credits: 3

Every Spring

CS 151 Programming Languages
A study of programming languages, environments, and tools. Modern software applications are increasingly implemented using a combination of different programming languages, each with its own strengths. Complex systems also incorporate "little languages" for specifying configuration details and business rules. In this course, students study language design issues, run-time organization, interpreters, programming environments, and other language-related tools. Three different languages are examined as case studies. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 152 Numerical Computation
An examination of algorithms to numerically evaluate integration, differentiation, infinite series, partial differential equations, interpolation and systems of equations. Error bounding, numerical stability and loss of precision are considered. Three hours lecture, one hour laboratory.

Credits: 3

On Occasion

CS 154 Computer Networks
An examination of the process used for data communication, including local area networks, satellite links, error handling, transmission capacity, circuit, packet and virtual networks, sliding window protocols, encryption, text compression, and distributed systems. Error bounding, numerical stability and loss of precision are considered. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 155 UNIX and C
An introduction to the UNIX programming environment, with special emphasis on features that are relevant to C programmers. Topics include basic shell commands, the file system, filters, shell programming, compilation and debugging of C programs, UNIX system calls, and tools for program development. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 156 Internet Programming
A study of application programming for the Internet. Emphasis is on Java programming and object-oriented programming using the Java language. Java topics include classes, interfaces, polymorphism, threads, database-access, and applets. Students are required to complete projects that run on a web server. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

Alternate Fall

CS 157 Graphical User Interface
Development of Graphical applications for either Microsoft Windows or Unix X-Windows using an integrated development environment. Topics include building and design of form windows, event handling, program structure, and database connectivity. Three hours lecture, one hour laboratory.

Pre-requisite of CS 102 is required.

Credits: 3

On Occasion

CS 158 Privacy and Internet Security
A broad survey of the security and privacy threats faced by today's networked computing systems, and of the tools and techniques available to counteract such threats. Topics covered include cryptographic methods, authentication, electronic mail security, computer viruses, Internet security threats, and firewalls. Concrete technologies are presented, such as Kerberos (networked authentication system), IPSec under Windows (privacy), and iptables under Linux (firewalls). The laboratory sessions give the students a chance to implement working security and privacy policies under both Windows and Linux. Three hours lecture, one hour laboratory.

Pre-requisite of CS 154 is required.

Credits: 3

On Occasion

CS 160 Computer Graphics
An overview of Computer Graphics using the OpenGL standard for rendering graphics, across different platforms and hardware. OpenGL is the preferred standard of developers and amateurs alike to create and manage game programs and other animated graphics application. Topics include the management of windows environment, rendering of primitive objects and complex objects in 2D and 3D, use of light, texture and perspective manipulation to create 3D effects, binding images to objects, and adding sounds. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 161 Object-Oriented Programming
Comprehensive treatment of object-oriented programming design techniques in C++. Specific topics include encapsulation, object classes, inheritance, polymorphism and genericity. Templates and the Standard Template Library (STL) are thoroughly presented and used in program construction. Run-Time Type Identification (RTTI) is also covered. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Alternate Fall

CS 162 Artificial Intelligence I
An introduction to the processes by which machines simulate intelligence. Topics include knowledge-representation techniques, including the predicate logic, state space problem formulation, logical reasoning methods, exhaustive and heuristic search strategies, rule-based production systems and examples of expert systems. PROLOG programming explained comprehensively. Each student is required to implement a small rule-based system in PROLOG. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 163 Artificial Intelligence II
The study of advanced PROLOG programming, including advanced topics in knowledge representation and reasoning methods, which include semantic networks, frames non-monotonic reasoning and reasoning under uncertainty. A study is made of concepts and design techniques in application areas, such as natural-language processing, expert systems and machine learning. Introduction is made to genetic algorithms and neural networks. Three hours lecture, one hour laboratory.

Pre-requisites of CS 130 and CS 162 are required.

Credits: 3

On Occasion

CS 164 Software Engineering
A study of software project management concepts, software cost estimation, quality management, process involvement, overview of analysis and design methods, user interface evaluation, and design. Also considered are dependable systems - software reliability, programming for reliability, reuse, safety-critical systems, verification and validation techniques; object-oriented development; using UML; and software maintenance. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 165 Component-based Software Development and Reusability
The course provides an in-depth introduction to reusability and Component-Based Software Engineering (CBSE). The basic concepts of components, interfaces, contracts, design patterns and frameworks are presented. Topics covered include: current Component specification techniques such as UML and the Object Constraint Language (OCL); Component Models and Technology such as COM, DCOM, .NET; and
Component composition and Integration. Pre-requisite of CS 128 or CS 164 is required.

Credits: 3

On Occasion

CS 167 System and Network Administration

This course is designed to teach students how to administer a small network: install operating systems and packages, partition the disk, configure the network (routing and IP assignment), secure the network by means of firewalls, configure the mail system as well as the Web services, create user accounts, install new hardware, and manage printers. Three hours lecture, one hour laboratory. Pre-requisites of CS 118 and CS 154 are required.

Credits: 3

On Demand

DEPARTMENT OF MANAGERIAL SCIENCES

Professors Sherman (Chair), Stucke
Associate Professor S. Chung, A. Dinur, J. Kaplan, Y. Minowa, H. Uzun
Assistant Professors Aditya, Amrouche, Zheng
Adjunct Faculty: 7

Change is the norm for 21st century and therefore the management of change, especially technological change, is paramount for anyone desiring a successful career in business, government, and not-for-profit administration. Whether a student is interested in finance, marketing, or management as a career path, or even starting their own business, knowledge is the key to successfully managing in turbulent times. The Department of Management Science therefore provides all majors a common knowledge and skill set abilities developed to prepare students for managing in the global marketplace. These skills include: communication, critical thinking and analysis, teamwork, appreciation of global and ethnic diversity, ethics and social responsibility, functional and technical skills.

A.A.S. in Business Administration

A career in business can start sooner than you think with the right education and strategy. The two-year A.A.S. in Business Administration prepares students for the competitive early start in the job market by providing you with the basic business competencies and skills necessary to succeed on the job. After successful completion of the Associate degree, students may pursue a Bachelor of Science degree or a Bachelor of Science/ Master of Science degree offered by the School of Business, Public Administration and Information Sciences without loss of credits.

A.A.S. in Business Administration

School of Business Core Requirements:

English Composition Core: 3 Credits

ENG 16 English Composition 3.00

Core Seminar Requirement: 3 Credits

COS 50 Idea Of The Human 3.00

Economics Core Requirement: 6 Credits

ECO 1 Introduction to Economics 3.00

ECO 2 Introduction to Economics 3.00

Math Core Requirement: 3 Credits

MTH 16 Finite Mathematics 3.00

Orientation Seminar Requirement: 1 Credit

OS 1 The University: Discovery and Change 1.00

Speech Core Requirement: 3 Credits

SPE 3 Oral Communication 3.00

Science Core Requirement: 10 Credits

BIO 22 Biology and Modern Technology 3.00

CHM 21 Chemistry and Modern Technology 3.00

PHY 20 The Physical Universe 4.00

Arts and Sciences Electives: 6 Credits

Any Introductory or Advanced Courses Offered

By Connolly College

Undergraduate Business Core Requirements

The following six (6) courses are required:

ACC 101 Principles of Accounting I 3.00

ACC 102 Principles of Accounting II 3.00

FIN 101 Financial Markets and Institutions 3.00

FIN 102 Introduction to Corporate Finance 3.00

MAN 101 Principles of Management 3.00

MKT 101 The Fundamentals of Marketing 3.00

Business Electives: 12 Credits

Any Introductory or Advanced Courses Offered

By the School of Business

Total Degree Credit Requirement: 65 Credits

B.S. in Business Finance

Finance is a powerful and influential field that can be defined as the art and science of managing money. Virtually all individuals and organizations earn or raise money and spend or invest money.

Finance is concerned with the process in which institutions, businesses, and not-for-profit organizations earn or raise money and spend or invest money. Virtually all individuals and organizations can be defined as the art and science of managing money. Virtually all individuals and organizations earn or raise money and spend or invest money.

Finance is a powerful and influential field that can be defined as the art and science of managing money. Virtually all individuals and organizations earn or raise money and spend or invest money. Virtually all individuals and organizations earn or raise money and spend or invest money. Virtually all individuals and organizations earn or raise money and spend or invest money.
an essential business function and all business students should have at least an exposure to the issues.

The B.S. in Business Finance provides students with a broad-based understanding of the principles that govern financial institutions and markets, and the strategies they employ to maximize investor returns while minimizing risk. The program develops students' professional competencies as financial executives and prepares them for careers in corporate finance, investment banking, international finance security, analysis brokerage and securities trading, and portfolio management.

B.S. in Business Finance

School of Business Core

Requirements

School of Business Liberal Arts Core
Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
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</table>

Core Seminar Requirement: 3 Credits

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
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English Literature Core Requirement: 6 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
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</table>

History Core Requirement: 6 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
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</tbody>
</table>

Economics Core Requirement: 6 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Math Core Requirement: 3 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Orientation Seminar Requirement: 1 Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS 1</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Philosophy Core Requirement: 6 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

School of Business Liberal Arts Elective Requirements:

Introductory Arts and Sciences Electives: 6 credits

Any Introductory or Advanced Courses Offered By Conolly College

Advanced Arts and Sciences Electives: 3 credits

Any Advanced Course (numbered over 100) Offered By Conolly College

Advanced Credit Requirement

Minimum of 48 advanced credits is required.

School of Business Liberal Arts Elective Requirements:

Advanced Economics Requirement: 6 Credits

ECO 118 | Modern Economic Thinkers | 3.00 |
ECO 125 | International Economics | 3.00 |
ECO 128 | Inflation, Recession & Growth | 3.00 |
ECO 129 | Problems of the Modern American Economy | 3.00 |
ECO 132 | Comparative Economic Systems | 3.00 |
ECO 133 | Public Finance and Fiscal Policy | 3.00 |

School of Business Liberal Arts Elective Requirements:

Speech Core Requirement: 3 Credits

SPE 3 | Oral Communication | 3.00 |

Science Core Requirement: 10 Credits

BIO 22 | Biology and Modern Technology | 3.00 |
CHM 21 | Chemistry and Modern Technology | 3.00 |
PHY 20 | The Physical Universe | 4.00 |

Advanced Economics Requirement: 6 Credits

ECO 118 | Modern Economic Thinkers | 3.00 |
ECO 125 | International Economics | 3.00 |
ECO 128 | Inflation, Recession & Growth | 3.00 |
ECO 129 | Problems of the Modern American Economy | 3.00 |
ECO 132 | Comparative Economic Systems | 3.00 |
ECO 133 | Public Finance and Fiscal Policy | 3.00 |

School of Business Liberal Arts Elective Requirements:

Introductory Arts and Sciences Electives: 6 credits

Any Introductory or Advanced Courses Offered By Conolly College

Advanced Arts and Sciences Electives: 3 credits

Any Advanced Course (numbered over 100) Offered By Conolly College

Advanced Credit Requirement

Minimum of 48 advanced credits is required.

Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.

Undergraduate Business Core Requirements

The following eleven (11) courses are required:

ACC 101 | Principles of Accounting I | 3.00 |
ACC 102 | Principles of Accounting II | 3.00 |
FIN 101 | Financial Markets and Institutions | 3.00 |
FIN 102 | Introduction to Corporate Finance | 3.00 |
LAW 101 | Introduction to Law and Legal Reasoning | 3.00 |
LAW 102 | The Legal Environment of Business | 3.00 |

Business Finance Bachelor of Science Major Requirements:

Business Finance Major Grade Point Average (GPA): minimum 2.0 Major GPA Required

Finance Specialization Requirement: 15 Credits

Finance Required Courses: 9 Credits

FIN 115 | Analysis of Financial Statements | 3.00 |
FIN 125 | Financial Strategies in an Uncertain Economy | 3.00 |
FIN 450 | Seminar: Current Topics in Finance | 3.00 |

Advanced Finance Courses: 6 Credits

Any two (2) Advanced Finance Courses in the 300 and 400 levels

Advanced Business Electives: 15 Credits

Five (5) Advanced Business Courses Numbered Over 102

Total Degree Credit Requirement: 128 Credits

B.S. in Business Management

Managers play a critical role in shaping America's future. Businesses need managers who are effective, creative, disciplined, ethical and well educated. The management degree gives students the necessary career skills to obtain diverse and innovative managerial and professional positions in all areas of business. Career opportunities include management positions in manufacturing companies, business and management consulting, financial planning and banking, sales management, marketing and personnel administration.

The B.S. in Business Management is designed to give students a broad perspective of organizational management and the marketplace while developing the sound judgment and the professional competency necessary for a career in any business field. The program develops students' leadership, teamwork and
communication skills along with computer and quantitative competence. Students receive in-depth training in managerial planning, human resources management, decision-making, strategy development, operations management, organizational behavior and service management.

**B.S. in Business Management**

*School of Business Core Requirements*

**School of Business Liberal Arts Core Requirements:**

- Philosophy Core Requirement: 6 Credits
- Orientation Seminar Requirement: 1 Credit
- Mathematics Core Requirement: 3 Credits
- Economics Core Requirement: 6 Credits
- History Core Requirement: 6 Credits

**Core Seminar Requirement:** 3 Credits

**English Composition Core:** 3 Credits

**Requirements:**

- The University: 1 Credit
- The University: 1.00

**Orientation Seminar Requirement:** 1 Credit

- The University: 1.00

**Philosophy Core Requirement:** 6 Credits

**Science Core Requirement:** 10 Credits

**Speech Core Requirement:** 3 Credits

**Science Composition Core:** 3 Credits

- Biology and Modern Technology

**Business Management Bachelor of Science Major Requirements:**

- Business Management Major Grade Point Average (GPA): Minimum 2.0 Major GPA
- Management Specialization Requirement: 15 Credits

To fulfill this requirement, choose five (5) courses from the MAN courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 150</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 151</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 152</td>
<td>3.00</td>
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<tr>
<td>MAN 153</td>
<td>3.00</td>
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<tr>
<td>MAN 154</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 155</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Advanced Business Electives:** 15 Credits

Five (5) Advanced Business Courses Numbered Over 102

**Total Degree Credit Requirement:** 128 Credits

**B.S. in Marketing**

Understanding the dynamic marketplace and the needs of consumers is critical for business success in the 21st century. Marketing involves the study of new product development, marketing research, analysis of distribution systems, determination of pricing policies, predictions of consumer behavior, promotion of products and ideas, and business relationships.

The B.S. in Marketing prepares students for professional careers in a wide variety of marketing functions within business and not-for-profit organizations. The Marketing program is designed to enable students to develop the creative, analytical and communication skills necessary to succeed in Marketing. Students also hone vital skills in product and service promotion, distribution, buyer behavior and market research. Marketing courses focus on integrating theory and practical applications through the use of cases and through hands-on field projects.

The broad range of career opportunities available for students pursuing this major includes marketing research, product management, advertising, public relations, corporate communications and sales. In addition to varied professional options, jobs in marketing often evolve into positions of considerable responsibility, which provide excellent preparation for upper management opportunities in all types of organizations.
### B.S. in Marketing

**School of Business Core Requirements**

**School of Business Liberal Arts Core Requirements**

<table>
<thead>
<tr>
<th>English Composition Core: 3 Credits</th>
<th>ENG 16</th>
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<tbody>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
<td></td>
</tr>
</tbody>
</table>

**Core Seminar Requirement: 3 Credits**

| COS 50  | Idea Of The Human | 3.00 |

**English Literature Core Requirement: 6 Credits**

| ENG 61  | European Literatures I | 3.00 |
| ENG 62  | European Literatures II | 3.00 |
| ENG 63  | American Literatures | 3.00 |
| ENG 64  | Non-Western Literatures | 3.00 |
| HEG 21  | Literature of the Human Imagination | 3.00 |
| HEG 22  | English Literature of the Human Imagination | 3.00 |

**History Core Requirement: 6 Credits**

| HIS 1   | History of Civilizations to 1500 | 3.00 |
| HIS 2   | History of Civilizations Since 1500 | 3.00 |

**Economics Core Requirement: 6 Credits**

| ECO 1   | Introduction to Economics | 3.00 |
| ECO 2   | Introduction to Economics | 3.00 |

**Math Core Requirement: 3 Credits**

| MTH 16  | Finite Mathematics | 3.00 |

**Orientation Seminar Requirement: 1 Credit**

| OS 1    | The University: Discovery and Change | 1.00 |

**Philosophy Core Requirement: 6 Credits**

| PHI 61  | Philosophical Explorations I | 3.00 |
| PHI 62  | Philosophical Explorations II | 3.00 |

**Speech Core Requirement: 3 Credits**

| SPE 3   | Oral Communication | 3.00 |

**Science Core Requirement: 10 Credits**

| BIO 22  | Biology and Modern Technology | 3.00 |
| CHM 21  | Chemistry and Modern Technology | 3.00 |
| PHY 20  | The Physical Universe | 4.00 |

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### School of Business Liberal Arts Elective Requirements:

**Introductory Arts and Sciences Electives: 6 credits**

Any Introductory or Advanced Courses Offered By Conolly College

**Advanced Arts and Sciences Electives: 9 credits**

Any Advanced Courses (Numbered over 100) Offered By Conolly College

### Advanced Credit Requirement: Minimum of 48 advanced credits is required.

Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.

### Undergraduate Business Core Requirements

#### The following eleven (11) courses are required:

| ACC 101  | Principles of Accounting I | 3.00 |
| ACC 102  | Principles of Accounting II | 3.00 |
| FIN 101  | Financial Markets and Institutions | 3.00 |
| FIN 102  | Introduction to Corporate Finance | 3.00 |
| LAW 101  | Introduction to Law and Legal Reasoning | 3.00 |
| LAW 102  | The Legal Environment of Business | 3.00 |
| MAN 101  | Principles of Management | 3.00 |
| MAN 131  | Managerial Communications | 3.00 |
| MKT 101  | The Fundamentals of Marketing | 3.00 |
| QAS 128  | Business Statistics I | 3.00 |
| QAS 129  | Business Statistics II | 3.00 |
| CS 9B    | Spreadsheets | 1.00 |
| CS 9E    | Advanced Word Processing | 1.00 |
| CS 9K    | Advanced Spreadsheets | 1.00 |
| CS 101   | Fundamentals of Computer Science and Information Sciences | 3.00 |

### Marketing Bachelor of Science Major Requirements

**Marketing Major Grade Point Average (GPA):** Minimum 2.0 Major GPA Required

**Marketing Specialization Requirement: 15 Credits**

**Required Marketing Courses: 6 Credits**

| MKT 125  | Consumer Behavior | 3.00 |
| MKT 131  | 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 101, MKT 125, MKT 131.

**Advanced Business Electives: 15 Credits**

Five (5) Advanced Business Courses Numbered Over 102

**Total Degree Credit Requirement: 128 Credits**

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### Minor in Business

**Business Minor**

The Business Minor is designed to give students a general introduction to the major fields of business. A student without any background in business can complete the 12 credit minor by taking 4 courses that are offered every semester. The Business Minor provides students with general knowledge in the areas of accounting, finance, management and marketing. Students will learn fundamental business systems, the organization of corporations, the structure of the U.S. financial system, basic accounting principles, and marketing activities such as advertising and sales.

The Business Minor requires the following 12 credits:

| ACC 101  | Principles of Accounting I | 3.00 |
| FIN 101  | Financial Markets and Institutions | 3.00 |
| MAN 101  | Principles of Management | 3.00 |
| MKT 101  | The Fundamentals of Marketing | 3.00 |

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### Minor in Entrepreneurship

**Entrepreneurship Minor**

The Entrepreneurship Minor provides students with a practical yet academically sound opportunity to pursue their creative ideas to formulate business ventures. The minor focuses on “learning by doing” as students take their ideas from inception to a complete business plan for a new venture. The program emphasizes the integration of functional knowledge and skills with creative business and product/service development.
Minor in Marketing

Marketing Minor
The Marketing Minor is designed to develop expertise in advertising, sales, promotion, and product development. The Marketing Minor helps students understand how to promote products or ideas or institutions. It emphasizes how to develop an understanding of target audiences in order to design winning sales plans.

The Marketing Minor requires the following 15 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 101</td>
<td>Fundamentals of Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>(Four) Advanced Marketing Courses numbered over 102.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Business Courses

BUS 101 Introduction to Business in the 21st Century
This is an introductory course that provides a broad and comprehensive view of today's businesses in a dynamic, technology-driven global economy. This course provides a survey of the field of business and consists of specific topics including: starting a small business, satisfying customers, managing operations, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing information, managing financial resources, and exploring ethical and social responsibilities of American business.

Credits: 3
Every Fall and Spring

ENT 200 Entrepreneurship and Innovation
This survey course will expose students through readings, cases, field trips, and guest speakers to what Joseph Schumpeter (1942) warmly called the "creative destructive" process of business and product / service formulation and implementation. This course will examine the literature of entrepreneurial behavior while focusing on several high visibility industries and businesses as well as include an examination of local entrepreneurs in the area. This course has been designed to stimulate interest in entrepreneurship in general and in particular instruct students about business startups as disruptive technologies. It may include such timely topics as greening and socially responsible businesses, not-for-profit entrepreneurship, the family firm, franchises, and intrapreneurship.

Credits: 3
Every Fall and Spring

FIN 101 Financial Markets and Institutions
3.00

FIN 102 Introduction to Corporate Finance
3.00

FIN 115 Analysis of Financial Statements
3.00

FIN 125 Financial Strategies in an Uncertain Economy
3.00

One (1) Advanced Finance Course numbered over 102.

Minor in Management

Management Minor
The Management Minor gives students a fundamental knowledge of management theory, organizational behavior, human resources development, and operations and service industry management. The Management Minor is of use to any student interested in understanding why organizations are structured the way they are. Course content can be applied to many fields, including health, government, sales, and other disciplines where a positive management experience is desired.

The Management Minor requires the following 15 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAN 101</td>
<td>Principles of Management</td>
<td>3.00</td>
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<tr>
<td>(Four) Advanced Management Courses numbered over 102.</td>
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FIN 101 Financial Markets and Institutions
3.00
nonprofit institutions, government agencies or individuals.

The prerequisites of MTH 16 and ACC 101 are required.

Credits: 3

Every Fall, Spring and Summer

FIN 102 Introduction to Corporate Finance
This course is designed to familiarize students with the theory of value and financial decisions 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.

Pre-requisite of FIN 101 is required.

Credits: 3

Every Fall, Spring and Summer

FIN 115 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.

Pre-requisites of FIN 102 and ACC 102 are required.

Credits: 3

Every Fall and Spring

FIN 125 Financial Strategies in an Uncertain Economy
This course examines the problems of making major financial decisions in a dynamic, uncertain environment. External variables from financial markets, real goods markets, labor markets, and international markets, as well as fiscal policy implementation and monetary policy implementation are identified. The problems of monitoring and forecasting those variables are considered. Decision making is practiced.

The prerequisites of FIN 102 and QAS 128 or MTH 100 is required.

Credits: 3

Every Fall

FIN 193 Independent Study
For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

FIN 195 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Fall

FIN 196 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

FIN 197 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 prerequisites of FIN 101, FIN 102 and two advanced Finance courses are required.

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 of FIN 102 and QAS 128 are required.

Credits: 3

Every Fall

FIN 404 Portfolio Management
Considers the most efficient methods of meeting the investment objectives of investors, both for individuals and for institutions. Portfolio patterns are analyzed and appraised in terms of those objectives, economic changes, interest rate movements, tax and legal considerations.

The prerequisites of FIN 101, FIN 102 and QAS 129 are required.

Credits: 3

Every Spring

FIN 405 Corporate Financial Policies
A study of the cost of liquidity of an individual corporate enterprise. Problems are centered around capital budgeting, structure of capital, cost of capital, and mergers, acquisitions and corporate reorganization.

The prerequisites of FIN 102 and QAS 128 or MTH 100 are required.

Credits: 3

Every Fall

FIN 407 Financial Management of Banks
A study of asset management, liability management, liquidity management, futures hedging, credit analysis and loan portfolio management, investment portfolio management, capital funds management, real estate appraisal, trust services and bank client services, including IRA and Keogh planning.

Pre-requisite of FIN 125 is required.

Credits: 3

On Occasion

FIN 409 International Finance
Analysis of the balance of payments and the International Monetary System. Includes the role of reserves in international payments, the adequacy of international liquidity, a study of the proposed international monetary arrangements, and the role of the World Bank, International Monetary Fund and other facilitating agencies.

Pre-requisite of FIN 102 is required.

Credits: 3

On Occasion

FIN 410 International Banking
A survey of the organization, structure, function and regulation of the international activities of U.S. banks. An examination is made of the role and impact of the international financial and money market activities, along with a comparison of foreign banking structure and organization with that of U.S. banks. The international lending decision process and the use made of the international banking facilities by multinational firms are also analyzed.

Pre-requisite of FIN 101 and FIN 102 are required.

Credits: 3

On Occasion

FIN 450 Seminar: Current Topics in Finance
Advanced financial topics. Required for all finance majors.
MAN 101 Principles of Management
The human, material and capital resources of an enterprise must be managed effectively and efficiently. The practice of management requires foresight, intellectual skill, and conceptual insight into business realities and judgment. This course presents the process of managing as a rational and orderly activity leading to optimal results. Salient topics given special emphasis are environmental opportunities and constraints, entrepreneurship, planning and control, formal organization structure, the multidimensionality of organizations, individual and interpersonal behavior, and executive decision making.
Credits: 3
Every Fall and Spring

MAN 131 Managerial Communications
A vital skill of any aspiring business executive is the ability to write clearly and concisely. In every field of business the emphasis is on communication both within the organization as well as outside it. This course develops the student's ability to read critically, to evaluate information, to present evidence to support conclusions, and to make recommendations in an effective written business style.
The pre-requisites of COS 50 and SPE 3 or SPE 3X are required or the pre-requisites of HSP 21 and HEG 21 and HEG 22 are required.
Credits: 3
Every Fall and Spring

MAN 150 Service Management
The course introduces students to the principle 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.
The pre-requisite of MAN 101 is required.
Credits: 3
Every Fall and Spring

MAN 151 Managerial Planning and Control II
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 101 is required.
Credits: 3
Every Fall and Spring

MAN 152 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.
The pre-requisite of MAN 101 is required.
Credits: 3
Every Fall and Spring

MAN 153 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.
The pre-requisite of MAN 101 is required.
Credits: 3
Every Fall and Spring

MAN 154 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.
The pre-requisite of MAN 101 is required.
Credits: 3
Every Fall and Spring

MAN 155 Human Resources 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 101 is required.
Credits: 3
Every Fall and Spring

MAN 156 Managerial Systems Analysis
A view of the business organization as a unified system of coordinated management processes for planning, organizing and controlling. Such management systems emphasize the way human and machine resources are tied together through information, communications and feedback systems.
The pre-requisites of MAN 150 and MAN 151 are required.
Credits: 3
On Occasion

MAN 157 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-requisites of MAN 150 and MAN 151 are required.
Credits: 3
On Occasion

MAN 193 Independent Study
For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.
Credits: 3
On Demand

MAN 195 Honors Study
Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.
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Credits: 3
On Demand

MAN 197 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.
Credits: 3
On Demand
The pre-requisites of MAN 101 and two advanced Management courses are required.
Credits: 1 to 3
On Demand

MAN 405 Creating and Managing a Small Business
This course focuses on the steps needed to create and manage a small business. Students use knowledge of accounting, finance, management, and marketing to develop a business plan for a new small business venture. The course uses some case studies and original students business ideas.
Pre-requisites of MAN 101, ACC 102 and MKT 101 are required.
Credits: 3
On Occasion

MKT 101 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. 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.
Credits: 3
Every Fall and Spring

MKT 125 Consumer Behavior
The aspects underlying consumer decisions and experiences in relation to effective marketing management. The study of the social sciences on which behavior is based, drawing on the fields of psychology, sociology, cultural anthropology. Topics include learning, motivation, attitudes of consumers, ethical consumer issues, cross-cultural consumer behavior and technological aspects influencing consumer behavior.
Pre-requisite of MKT 101 is required.
Credits: 3
Every Fall and Spring

MKT 131 Marketing Research: 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 101 is required.
Credits: 3
Every Fall and Spring

MKT 133 Advertising and Promotions: Mass Communication Principles and Practices
Offers an understanding of the role of advertising as a vital tool in business and a study of its techniques and practices. An examination of the strategies involved in planning, visualizing and writing advertising copy for mass communication media. In creating advertising, students will take an idea through the stages involved to its completion as a printed or broadcast message. An attempt is made to develop the creative capabilities of the student.
Pre-requisite of MKT 101 is required.
Credits: 3
On Occasion

MKT 134 Advertisement Management: Planning, Evaluation and Decision Making
Advertising management from the points of view of the marketing manager and the general administrator. Advertising is examined as a part of the total marketing mix: advertising and promotion, planning and budgeting, determination of advertising objectives, evaluation of advertising effectiveness, working with advertising agencies. Mathematical programming and case studies will supplement lectures and discussion.
Pre-requisite of MKT 101 is required.
Credits: 3
On Occasion

MKT 135 e-Marketing
The rise of the Internet and its proliferation as a mass medium has impacted the traditional role of marketing. Business is becoming increasingly interactive, individualized and efficient. The objective of this course is to give students an overview of utilizing the Internet as a marketing tool and to provide a practical framework for effective Internet marketing. Course topics include understanding the impact of the Internet on business, developing Internet marketing strategies, and describing the consumer online exchange process and its outcomes.
Pre-requisite of MKT 101 is required.
Credits: 3
On Occasion

MKT 137 Advanced Market Research
The application of marketing research to problem areas such as sales management, market potentials, pre-testing and post-testing and advertisements, and new product introduction and distribution. The use of marketing research as a tool in specialized areas such as sales forecasting, media evaluation, consumer motivation and buyer behavior. Mathematical programming and case studies are used.
Pre-requisite of MKT 131 is required.
Credits: 3
On Occasion

MKT 138 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 English, Japanese, German and 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 101 is required.
Credits: 3
On Occasion

MKT 141 Sales Management
Analysis of sales strategy and adaptive selling methods. Finding and reaching prospective buyers, developing effective sales presentations, handling objections and closing sales. Topics include developing personal attributes necessary for pursuing a career in sales.
Pre-requisite of MKT 101 is required.
Credits: 3
On Occasion

MKT 142 Seminar in Marketing Problems
This course tracks contemporary marketplace realities and their impact for future job search opportunities. To that end, it examines various marketing strategies to be applied to products or services selected by students. Designed to give students the opportunity for an in-depth assessment regarding future marketplace potential and all marketing implications.
Pre-requisites:
Pre-requisites of MKT 101 is required.
Credits: 3
On Occasion

MKT 143 Healthcare Marketing
Focuses on the application of marketing principles and concepts in healthcare industry, specifically hospital, pharmaceutical, insurance, physician and patient. This course is specifically designed to introduce students to the marketing issues relevant to the operations in a health care environment.
Topics include market segmentation, marketing mix, patient behavior, and strategic marketing planning.
Pre-requisite of MKT 101 is required.
Credits: 3
On Occasion

MKT 144 Sports Marketing
A comprehensive study of the dynamic growth of the sports industry in the U.S. and global markets, and the role of sports marketing in its current and future growth. The course examines the specific application of marketing principles and processes to sport products and the marketing of non-sports products through association with the sport, such as sponsorships. Also explored is how sports organizations define their businesses as entertainment providers that use the latest marketing techniques to understand consumers.
### MKT 195 Honors Study
Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research object or independent work to be undertaken and the name of the supervising faculty. A total of six credits of Honors Study is the maximum allowed.

**Credits: 3**
**On Demand**

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**Credits: 3**
**On Demand**

### MKT 197 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 prerequisites of MKT 101 and two advanced Marketing courses are required.**

**Credits: 1 to 3**
**On Demand**

### QAS 128 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.

**Pre-requisite of MTH 16 is required.**

**Credits: 3**
**Every Fall, Spring and Summer**

### QAS 129 Business Statistics II
A review of computer-augmented applications of statistical methods and analyses with emphasis on business and economic forecasts and projections. Topics covered include normal, t, chi-square, and F distributions as they apply to sampling theory, hypothesis testing, multivariate regression, and correlation analysis.

**The prerequisites of MTH 16 and QA 128 or MTH 100 are required.**

**Credits: 3**
**Every Fall, Spring and Summer**
SCHOOL OF EDUCATION

Long Island University’s Brooklyn Campus School of Education prepares teachers, counselors, administrators and school psychologists for the challenges and the rewards of working in urban settings. Many of our students and faculty members are themselves urban dwellers, immigrants, or members of ethno-linguistic and racial groups, who bring diverse perspectives to the classroom environment. Graduates of our programs acquire the experiential knowledge that is essential for interacting with and guiding children and families in urban communities. All specialties, undergraduate and graduate, within the Teacher Education Program are accredited by the Teacher Education Accreditation Council (TEAC).

Through rigorous and stimulating programs of study, students have the opportunity to work in urban schools and in a broad range of educational and/or mental health settings; to develop an inquiry stance toward practice; to integrate theory and practice; and to achieve high standards of practice.

Our programs are designed to ensure that our graduates keep pace with changes and innovations in teaching and in counseling. The School’s KEEP Mission, its urban location and its nationally recognized faculty, make it an exciting place to study.

Structures Within the School of Education

The School of Education comprises two departments: The Teaching and Learning (TAL) and Human Development and Leadership (HDL) departments provide educational opportunities leading to rewarding careers serving urban youth and families. TAL offers undergraduate and graduate degree programs in multiple teacher certification areas. HDL offers graduate programs in school counseling, mental health counseling, school psychology and educational leadership. Our professors are experts in these fields, with a range of experience that enables them to bring best practices into the classroom. All programs incorporate fieldwork throughout the curriculum and draw upon long-term relationships with schools and organizations in New York City that offer placements that are well suited to students’ needs and interests. Please consult the sections below describing in detail each department and its offerings.

For information, please contact the Dean’s Office at 718-488-1055, fax 718-488-3472, or visit the website at www.liu.edu/brooklyn/soe. Find us on Facebook at www.facebook.com/groups/LIU.SOE.BK.

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KEEPS: The School of Education’s Mission Statement

The KEEPS mission statement of Long Island University’s Brooklyn Campus addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet the rising academic standards while recognizing the unique experiences and strengths of urban schools and their children? One of the many strengths of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethno-linguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

KEEPS MISSION IN BRIEF

KEEPS: The desired qualities of LIU Brooklyn Educators

To carry on the important mission of the Brooklyn Campus School of Education, we value:

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their schoolwork, as well as descriptive inquiry of teaching and professional practice.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and the wider community.

SOCIAL COMMITMENT and the building of a just and democratic society.

KEEPS MISSION IN DEPTH

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

Brooklyn Campus educators are intellectually rooted in the liberal arts, sciences, and pedagogy. We value knowing about the world, its people, languages and cultures, its natural and physical aspects, and its texts. We attach special importance to how to use that knowledge to teach others and work with urban children and adolescents in schools.

The curriculum of the School of Education advances this value by deepening the understanding acquired in liberal arts and sciences general education and major courses and contextualizing that knowledge through the world of schools and that of their clients – children and adolescents, families, as well as teachers and other school professionals. Foundational courses are interdisciplinary, attempting to deepen the multifaceted knowledge needed in the acts of teaching and learning, as well as spurring the dynamic and simultaneous use of interdisciplinary knowledge required in educating children.

Brooklyn Campus educators are interested in reading closely and writing carefully and extensively, and they understand that in doing so, they are constructing and developing their own knowledge about texts and the world, about the students with whom they work and the communities from which they come, about schools and classrooms. Varied modes of writing and discussing are used throughout the curriculum to generate deep knowledge of academic texts, children and learners, teaching practice, and one another. Technology is used to increase connections and interrelatedness and thus support the construction of knowledge.

We value knowledge constructed over time and thus collect our work and that of the students with whom we work longitudinally. We actively use our collections of work to deepen reflection and generate knowledge. We’re responsible thinkers, capable of reflecting on our own work, forming our own opinions, and using our knowledge to act independently in socially responsible ways.

ENQUIRY or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

Brooklyn Campus educators value being active inquirers, curious about social and natural phenomena, able to imagine, and to invent. We're seriously reflective, and take time to study, reflect on words and texts, observe, research, collect work. We observe learners and their work closely and are able to describe them accurately while withholding judgment. We also value description and reflective review of our own teaching practice. We attach great importance to our ability as a group to inquire collectively into these matters and to include the voices of all members of the learning community, regardless of rank or function. We value acknowledging the range of attitudes, beliefs, experiences, knowledge and lenses of the group involved in the collective inquiry, and we look for the common threads as community is shaped. We use our collective inquiry to shape community and to create knowledge as a base for action, review, and constant regeneration and transformation.

The School of Education’s curriculum includes specific courses that develop the foundational discipline of collective descriptive inquiry as it applies to children, classrooms, and schools, and it provides ample opportunity to practice descriptive inquiry both in college classrooms and in schools. We read the best literature available, supporting the development of educators’ habits of being active inquirers, remaining “wide awake” in the words of Maxine Greene, being attentive to differences, and being able to withhold judgment.

This creates an inclusive space with an expanded range of possibilities, enabling our capacity both to act and to transform.

Brooklyn Campus educators are comfortable with inquiry and perseverance with questions. We extend what learners bring by asking questions that widen their horizons of knowledge and experiences. We set up and construct learning contexts that stimulate active learning and the learner’s curiosity, inquisitiveness and imagination. The Learning Center for Educators and Families (LCEF) provides experiences working with children and teachers in curriculum-related tasks, imagining, inventing, and investigating. LCEF also provides opportunities to conduct observations of student practice and to carry out research on the learning and development of children, adolescents and adults.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities. Brooklyn Campus educators know that no two students are identical, as each person comes with his or her own world of experiences and beliefs, innate talents and learned skills. We believe in the potential of all students and seek to help students build on their strengths and abilities. We are deeply committed to the idea that all learners are capable of reaching their own unique potential. As empathic and caring educators, we are interested in attending to each individual student. To accomplish the goal of helping individual students grow, we seek to understand the unique perspectives and backgrounds of our students and their social context, and work within their frames of reference to help them accomplish what they seek. The curriculum of the School of Education uses collective inquiry, collaborative group work, and interactive dialogue journals to create a caring community of learners. From the very beginning, the curriculum includes field-based practices with individual children and families, building up the close familiarity that is required for empathy.

The curriculum also develops students’ ethnographic skills to study communities and to build transcultural understanding and empathy.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and in the wider community.

Brooklyn Campus educators value the sociocultural and sociolinguistic pluralism of a global world, and especially of New York City’s children and communities. We strive to acquire the different experiential knowledge bases that diverse communities have, to find commonalities in the human experience, and to shape a transcultural learning context, a third space, that is inclusive of differences. We attach importance to understanding the sociohistorical and sociocultural contexts of diverse groups, most especially of African-American and Latino communities, groups who are historically underrepresented in the U.S. overall, and yet overrepresented in
Brooklyn schools, and we use this knowledge in teaching. We also value ethnographic processes of observation and participation that enable us to gain understanding of the complex and dynamic pluralism of communities.

The curriculum of the School of Education advances this value by recognizing ethnic, racial, gender, language, and ability differences, and by framing issues of child development, language and literacies, and teaching and learning within sociocultural and sociohistorical contexts. All courses in the School of Education's curriculum pay particular attention to the education of learners with disabilities and those who are bilingual, bidialectal, or learning English. While developing knowledge of specific skills and approaches needed to educate different groups of learners, for different purposes, and in different contexts, we also develop strategies for inclusion of all learners. SOCIAL COMMITMENT and the building of a just and democratic society.

Brooklyn Campus educators are committed to making sure that all students, regardless of race, class, gender, language, sexual orientation or abilities, receive equitable educational services. We value the importance of inclusion in education and the merits of children from diverse educational and ethnic backgrounds learning together. We understand the relationship between our educational and social roles, as we advocate for children and learners and the transformation of classrooms and schools, toward the building of a better and more just world. In addition, we require that students demonstrate academic integrity, professional responsibility and ethical behavior in their scholarship and practice.

The School of Education's curriculum has strong field-based practices and develops democratic plural communities of learners and educators who are actively engaged in the transformation of urban schools and classrooms. The curriculum prepares educators for social action, empowering them to transform practices, curricula, and schools, so as to build a more just world.

### School of Education Resources

#### Learning Center for Educators & Families (LCEF)

The Learning Center for Educators & Families (LCEF) is the off-campus extension of Long Island University’s Brooklyn Campus School of Education. LCEF provides a supportive environment for prospective and practicing teachers, which allows them to hone their skills. In service of these aims, LCEF provides meeting space for the School of Education faculty and for groups of teachers from the NYC schools to collaborate and work on various projects together. Classrooms at LCEF are designed as flexible spaces for hands-on collaborative learning.

LCEF has a state of the art computer lab as well as Smart Boards thus enabling faculty and students to use technology in a meaningful way in their own studies as well as developing relevant curriculum for their own classrooms.

The Family University (FUN) After School Program for the children of Long Island University’s Brooklyn Campus students is housed at LCEF and provides a setting for teacher education students to see creative arts and community building activities in action. It is used as a fieldwork site for students in education, social work, music and art departments. The children’s presence in the building alongside the teacher education students serves as a reminder that theory and practice can be integrated.

#### Center for Urban Educators (CUE)

The mission of the Center for Urban Educators (CUE) is the reform of urban teacher education. The vision of teaching and schools guiding the Center’s work is one that supports teachers as socially responsible people who are intellectually engaged and act as advocates of children, parents, and their communities. The Center works within the School of Education of Long Island University’s Brooklyn Campus and in partnership with New York City public schools.

CUE’s core values are beliefs in human capacity and worth and in the importance of educating for democracy. The Center puts diverse perspectives and experiences alongside each other with the aim of getting beyond convention and creating new possibilities for teaching. In order to create these opportunities, CUE supports educators’ use of observation, description, and story as ways of generating understanding out of the lived experiences of teaching and learning. CUE incorporates descriptive inquiry to enact its values.

In its efforts to further its mission, CUE has developed a multifaceted community of future teachers, university professors, and teachers and administrators in public schools. CUE works with New York City public schools, forms collaborations with educators both within and beyond Long Island University Brooklyn Campus and supports publications.

#### The Teacher Resource Center

The Teacher Resource Center (Pratt #250), part of Long Island University’s Brooklyn Campus School of Education New Teacher Support Services (Pratt #221), was created to provide the resources and workshops to help new teachers feel more successful in their classrooms. Materials are available to instructors as well.

The Center, open Monday through Thursday, from 3 p.m. to 7 p.m. (Fall/Spring/Summer semesters), welcomes students and instructors to come in and browse, get work done, use the computers, have a cup of tea or coffee, and meet with other teachers.

#### TEACHING AND LEARNING

**Professors Kesson (Chair), Rivera, Traugh (Dean)**

**Professors Emeriti Berkowitz, Kazlow, Long, Nathanson**

**Associate Professors Bains, Dyasi, Blitzer, Lava, Lehman, Lemberger, Zinar**

**Associate Professor Emeriti Floyd, Singer**

**Assistant Professors Baglieri, Daniels, Salloum, Systra**

**Assistant Professor Visiting Pabon**

**Instructor Larossa**

**Adjunct: 21**

The Department of Teaching and Learning offers several majors at the undergraduate level, all leading to NYS teaching certification. All majors emphasize hands-on learning in a multicultural context. Classes are small, fostering an atmosphere of inquiry and reflection. Fieldwork and student teaching placements are in partner schools especially selected for excellence and diversity.

With our emphasis on practice, students are out in the schools – observing, learning and doing – from the very beginning.

The following majors are offered:

- **B.S., Childhood Urban Education (1-6)**
- **B.S., Adolescence Urban Education (7-12) in Biology, Chemistry, or Mathematics**
- **B.A., Adolescence Urban Education (7-12) in English, Social Studies, or Spanish**
- **B.S., Adolescence/Middle Childhood Urban Education (5-12) in Biology, Chemistry, or Mathematics**
- **B.A., Middle Childhood and Adolescence Urban Education (5-12) in English, or Social Studies**
- **B.S., Teacher of Physical Education in Urban Schools (all grades)**
- **B.F.A., Teacher of Visual Arts in Urban Schools (all grades)**
- **B.S., Music Education in Urban Schools (all grades)**

An optional extension in Middle Childhood Education (Grades 7-9) in English, Biology, Chemistry, Math, Social Studies, or Spanish is available for majors in Childhood Education. An optional extension in Bilingual Education is available for majors in Childhood Education, Adolescence Education, and Middle Childhood and Adolescence Education.

Students planning to teach at an elementary school level must major in Childhood Urban Education and have a concentration or second major in one of the accepted liberal arts and sciences areas. Childhood Education must be their first major.

Students planning to teach at the secondary school level must major in both Adolescence Urban Education and the appropriate major in liberal arts and sciences. For reasons of certification, the primary major must be Adolescence Education.

Students planning to be teachers of physical...
education must major in Physical Education within the Department of Teaching and Learning. The program includes courses in physical education and sports sciences in addition to selected courses in Teaching and Learning.

Students planning to be teachers of art or music education complete majors in the Department of Visual Arts and the Department of Music respectively along with specified courses in Teaching and Learning.

Requirements applicable to all the majors are described below in Core Program in Teaching and Learning. Specific descriptions of the majors may be found in the following section, Program Options in Teaching and Learning.

Core Program in Teaching and Learning

Admission and Progression

To enter any undergraduate program in Teaching and Learning, students must first be admitted to the LIU Brooklyn Campus, either as a freshman or as a transfer student. Students generally begin their TAL program in the second semester of their sophomore year. Students may, however, take the first course, TAL 201, starting in the second semester of their freshman year.

The undergraduate program in Teaching and Learning is divided into a pre-professional and a professional stage. All students are accepted into the pre-professional stage, consisting of the first 6 credits:

1. TAL 201 Teaching: Imagine the Possibilities
2. TAL 301 Observing and Describing Children or TAL 302 Observing and Describing Adolescents

In order to move from the Pre-Professional Stage to the Professional Stage, students must have:

1. Completed a minimum of 66 general college credits with an overall minimum grade point average of 2.5;
2. TAL undergraduate majors must adhere to the liberal arts and sciences proficiency and core requirements, except for the following modifications:
   - Mathematics 10, 11z and 12z are required;
   - The natural science requirement is as follow:
   - Childhood and Adolescent Education
   - Physics 20, Chemistry 21, and Biology 22
3. Successfully completed any required mathematics and English courses;
4. Achieved a minimum 3.0 average in the pre-professional TAL courses.

Students seeking to move from the pre-professional stage are reviewed by faculty to make sure that they meet these requirements. Students in the professional stage are reviewed at the end of each semester to ensure that they are maintaining a minimum 3.0 GPA in their TAL courses. They are also expected to gradually raise their overall GPA to at least 2.67, which is required for admission to student teaching. Students who fail to meet progression requirements and who are not favorably reviewed are subject to probation or dismissal from the program.

During the professional stage students must take and pass the Liberal Arts and Sciences Test (LAST); this is a prerequisite to student teaching. The Department of TAL holds workshops to prepare students for the exam.

Fieldwork and Student Teaching

Fieldwork is required in almost all undergraduate TAL program courses. It is also a NYS requirement for teacher certification. TAL fieldwork is designed to give students the opportunity to apply the concepts and skills from TAL classes in a real-world setting and to help prepare them for student teaching.

Students must complete all required fieldwork to get a passing grade in a TAL course.

In order to complete fieldwork requirements, students should plan to have at least one day a week available each semester to be in a school placement during school hours. Fieldwork placements are arranged during the first week of the semester by the Fieldwork Coordinator, Paraprofessionals currently working in schools may be able, depending on circumstances, to complete their fieldwork in their place of employment.

Student teaching is usually completed during the last semester of the senior year. It is a full-time, 9-credit experience that consists of all-day student teaching, selected courses in TAL and the student teaching seminar. Students work in the classroom under the supervision of a cooperating teacher and are evaluated by a LIU faculty supervisor.

Students must apply for admission to student teaching during the previous semester. To be admitted to student teaching, students must have:
1. Completed at least 100 credits with an overall grade point average of 2.67;
2. Completed all prerequisite TAL courses with at least a 3.0 average.
3. Passed the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Exam (NYSTCE)

Certification Exam - Written (ATS-W)

1. Content Specialty Test (CST) in the student’s certification area. (Candidates in Childhood Education must pass the Multi-Subject CST.)
2. For students seeking a Bilingual Extension, the Bilingual Education Assessment (BEA) in the target language of instruction.

Students receive state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention, and abduction by completing the following workshops offered through the School of Continuing Education:

- ALCX 702 - Child Abuse Identification and Reporting
- ALCX 703 - Violence Prevention
- ALCX 704 - Fire Safety, Substance Abuse, and Abduction Prevention

After granting initial certification, the NYSED allows five more years for candidates to complete requirements for professional certification, which include the following:

1. Master’s degree in Education or in a related liberal arts and sciences subject;
2. One year of full-time mentored teaching experience and two additional years of teaching experience.

The School of Education Certification Officer assists students in obtaining certification when all the requirements have been met.

Program Options in Teaching and Learning

Adolescence Urban Education:

Middle Childhood and
Adolescence Urban Education;
Optional Extension in Bilingual Education

The 128-credit B.A. or B.S in Adolescence Urban Education (Grades 7-12) leads to the degree of Bachelor of Arts or Bachelor of Science and eligibility for initial NYS teaching certification.
The program in Adolescence Urban Education leads to certification in Adolescence, grades 7-12, preparing students to teach one of the content areas (Biology, Chemistry, English, Math, Social Studies, or Spanish) at the secondary school level. The 128-credit B.A. or B.S in Adolescence/Middle Childhood Urban Education (Grades 5-12) leads to dual certification in Adolescence Education, grades 7-12 and Middle Childhood Education, grades 5-6. It prepares students to teach one of the content areas (Biology, Chemistry, English, Math, Social Studies, or Spanish) at the middle and secondary school levels.

The major in Adolescence Urban Education consists of 31 credits in Teaching and Learning. The major in Adolescence and Middle Childhood Education consists of 38 credits in Teaching and Learning. In addition, all students must complete a second major in their content area specialty (Biology, Chemistry, English, Math, Social Studies, or Spanish). Requirements for the second major may be found in the appropriate section of this bulletin.

An optional extension in Bilingual Education (7 credits) prepares students to teach in bilingual classrooms.

The Adolescence and the Middle Childhood and Adolescence Urban Education programs are divided into a pre-professional stage and a professional stage. All students are welcome to take 6 credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching, and graduation that are described in the previous section, Core Program in Teaching and Learning. Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL Certification Officer assists students in applying for certification when all requirements are met.

### B.S. in Adolescent Urban Education: Mathematics

**Requirements for Adolescent Urban Education - 7-12 Mathematics, BS.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>TAL 201</td>
<td>Teaching: Imagine the Possibilities</td>
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<td>TAL 251</td>
<td>Students with Special Needs</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 302</td>
<td>Observing and Describing</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 352</td>
<td>Sociology and Education</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 400</td>
<td>The Developing Adolescent</td>
<td>3.00</td>
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<tr>
<td>TAL 401</td>
<td>Language and Literacy II</td>
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</table>

### B.S. in Adolescent Urban Education: Biology

**Requirements for Adolescent Urban Education - 7-12 Biology, BS.**

<table>
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<tr>
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<td>TAL 251</td>
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<td>TAL 302</td>
<td>Observing and Describing</td>
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<td>TAL 352</td>
<td>Sociology and Education</td>
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<td>TAL 400</td>
<td>The Developing Adolescent</td>
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<td>TAL 401</td>
<td>Language and Literacy II</td>
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<td>TAL 406</td>
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<td>TAL 421</td>
<td>Language &amp; Literacy III</td>
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<td>TAL 461</td>
<td>Student Teaching in Adolescence Education</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 413</td>
<td>Teaching and Learning Mathematics/Technology in Middle and Secondary Schools</td>
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### B.S. in Adolescent Urban Education: Chemistry

**Requirements for Adolescent Urban Education - 7-12 Chemistry, BS.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>Teaching: Imagine the Possibilities</td>
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<tr>
<td>TAL 251</td>
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<td>TAL 302</td>
<td>Observing and Describing</td>
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<td>TAL 352</td>
<td>Sociology and Education</td>
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<td>TAL 400</td>
<td>The Developing Adolescent</td>
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<tr>
<td>TAL 401</td>
<td>Language and Literacy II</td>
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### B.A. in Adolescent Urban Education: Spanish

**Requirements for Adolescent Urban Education - (7-12) Spanish B.A.**

All of the following courses are required:

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<th>Course</th>
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<td>TAL 251</td>
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<td>TAL 302</td>
<td>Observing and Describing</td>
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<tr>
<td>TAL 352</td>
<td>Sociology and Education</td>
<td>3.00</td>
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<td>TAL 400</td>
<td>The Developing Adolescent</td>
<td>3.00</td>
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<tr>
<td>TAL 401</td>
<td>Language and Literacy II</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 406</td>
<td>Health Education for Teachers</td>
<td>1.00</td>
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<tr>
<td>TAL 421</td>
<td>Language &amp; Literacy III</td>
<td>3.00</td>
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<tr>
<td>TAL 460</td>
<td>Student Teaching in Adolescence Education</td>
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</tr>
<tr>
<td>TAL 461</td>
<td>Student Teaching in Adolescence Education</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 414</td>
<td>Teaching and Learning Science/Technology in Middle and Secondary Schools</td>
<td>3.00</td>
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</table>

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All of the following courses are required:

**TAL 201**  Teaching: Imagine the Possibilities  3.00

**TAL 251**  Students with Special Needs  3.00

**TAL 302**  Observing and Describing Middle Childhood and Adolescent Learners  3.00

**TAL 352**  Sociology and Education  3.00

**TAL 400**  The Developing Adolescent  3.00

**TAL 401**  Language and Literacy II  3.00

**TAL 406**  Health Education for Teachers  1.00

**TAL 421**  Language & Literacy III: The Adolescent Learner  3.00

**TAL 460**  Student Teaching in Adolescence Education  3.00

**TAL 461**  Seminar in Adolescence Education  3.00

**TAL 412**  Teaching and Learning Social Studies in Middle and Secondary Schools  3.00

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**B.S. in Middle Childhood and Adolescent Urban Education: Biology**

Requirements for Adolescence Middle Childhood Urban Education 5-12 Biology, BS.

**TAL 201**  Teaching: Imagine the Possibilities  3.00

**TAL 251**  Students with Special Needs  3.00

**TAL 302**  Observing and Describing Middle Childhood and Adolescent Learners  3.00

**TAL 350**  The Developing Child  4.00

**TAL 352**  Sociology and Education  3.00

**TAL 400**  The Developing Adolescent  3.00

**TAL 401**  Language and Literacy II  3.00

**TAL 406**  Health Education for Teachers  1.00

**TAL 408**  Middle Childhood Curriculum  3.00

**TAL 421**  Language & Literacy III: The Adolescent Learner  3.00

**TAL 460**  Student Teaching in Adolescence Education  3.00

**TAL 461**  Student Teaching Seminar in Adolescence Education  3.00

**TAL 414**  Teaching and Learning Science/Technology in Middle and Secondary Schools  3.00

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**B.A. in Middle Childhood and Adolescent Urban Education: English**

Requirements for Adolescence Middle Childhood Urban Education 5-12 English, BA.

**TAL 201**  Teaching: Imagine the Possibilities  3.00

**TAL 251**  Students with Special Needs  3.00

**TAL 302**  Observing and Describing Middle Childhood and Adolescent Learners  3.00

**TAL 350**  The Developing Child  4.00

**TAL 352**  Sociology and Education  3.00

**TAL 400**  The Developing Adolescent  3.00

**TAL 401**  Language and Literacy II  3.00

**TAL 406**  Health Education for Teachers  1.00

**TAL 408**  Middle Childhood Curriculum  3.00

**TAL 421**  Language & Literacy III: The Adolescent Learner  3.00

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**B.S. in Middle Childhood and Adolescent Urban Education: Chemistry**

Requirements for Adolescence Middle Childhood Urban Education 5-12 Chemistry, BS.

**TAL 201**  Teaching: Imagine the Possibilities  3.00

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### B.S. in Middle Childhood and Adolescent Urban Education: Mathematics

#### Requirements for Adolescence Middle Childhood Urban Education 5-12

**Math, B.S.**

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<td>TAL 460</td>
<td>Student Teaching in Adolescence Education</td>
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<td>Student Teaching in Adolescence Education</td>
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<tr>
<td>TAL 411</td>
<td>Teaching and Learning in Middle and Secondary Schools</td>
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### B.A. in Middle Childhood and Adolescent Urban Education: Spanish

#### Requirements for Adolescence Middle Childhood Urban Education 5-12 Spanish, BA.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>TAL 201</td>
<td>Teaching: Imagine the Possibilities</td>
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<tr>
<td>TAL 251</td>
<td>Students with Special Needs</td>
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<td>TAL 302</td>
<td>Observing and Describing Middle Childhood and Adolescent Learners</td>
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<td>TAL 350</td>
<td>The Developing Child</td>
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<td>TAL 406</td>
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<td>TAL 408</td>
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<tr>
<td>TAL 421</td>
<td>Language &amp; Literacy III: The Adolescent Learner</td>
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<td>TAL 460</td>
<td>Student Teaching in Adolescence Education</td>
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<td>TAL 461</td>
<td>Student Teaching in Adolescence Education</td>
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<tr>
<td>TAL 412</td>
<td>Teaching and Learning a Language Other Than English in Middle and Secondary Schools</td>
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### B.A. in Middle Childhood and Adolescent Urban Education: Social Studies

#### Requirements for Adolescence Middle Childhood Urban Education 5-12 Social Studies, BA.

<table>
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<th>Course Code</th>
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<tr>
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<td>Teaching: Imagine the Possibilities</td>
<td>3.00</td>
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<tr>
<td>TAL 251</td>
<td>Students with Special Needs</td>
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<tr>
<td>TAL 302</td>
<td>Observing and Describing Middle Childhood and Adolescent Learners</td>
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<td>TAL 350</td>
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<tr>
<td>TAL 352</td>
<td>Sociology and Education</td>
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### Physical Education in Urban Schools

The 128-credit B.S. in Teacher of Physical Education in Urban Schools (Pre-K - Grade 12) leads to the degree of Bachelor of Science and eligibility for initial NYS certification in physical education, pre-kindergarten to grade 12. It prepares students to teach physical education at any grade level.

The major in Physical Education consists of 34 credits in Physical Education and Sports Sciences and 30 credits in Teaching and Learning, including student teaching. Students may begin their physical education coursework in their freshman year. They are encouraged to seek guidance from the PE program coordinator and TAL advisers as early as possible in their program.

The program is divided into a pre-professional stage and a professional stage. All students are welcome to take 6 credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching, and graduation that are described in the previous section, Core Program in Teaching and Learning.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL certification officer assists students in applying for certification when all requirements are met.
B.S. in Teacher of Physical Education in Urban Schools

Requirements for the Teacher of Physical Education in Urban Schools, B.S.
The following courses are required:

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<th>Course</th>
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<tbody>
<tr>
<td>PE/17</td>
<td>Teaching Movement and Dance for Children</td>
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<td>PE/21</td>
<td>Sport, Functional Training and Performance I</td>
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<td>PE/23</td>
<td>Teaching Individual and Team Sports I</td>
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<td>PE/24</td>
<td>Teaching Individual &amp; Team Sports II</td>
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<td>PE/140</td>
<td>CPR/ First Aid / Safety</td>
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<td>PE/150</td>
<td>Motor Learning</td>
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<td>PE/151</td>
<td>Functional Kinesiology</td>
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<td>PE/152</td>
<td>Exercise Physiology I</td>
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<td>PE/156</td>
<td>Evaluation in Health and Fitness</td>
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<tr>
<td>SPS/98</td>
<td>Beginning Weight Training</td>
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<td>PE/116</td>
<td>Beginning Karate</td>
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<tr>
<td>SPS/148</td>
<td>Nutritional Aspects of Fitness and Sport</td>
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<tr>
<td>PE/190</td>
<td>Neuroscience</td>
<td>3.00</td>
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The following Teaching and Learning courses are required:

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</thead>
<tbody>
<tr>
<td>TAL 490</td>
<td>Student Teaching in Physical Education</td>
<td>6.00</td>
</tr>
<tr>
<td>TAL 491</td>
<td>Student Teaching Seminar in Physical Education</td>
<td>2.00</td>
</tr>
</tbody>
</table>

B.S. Childhood Urban Education (1-6), Optional Extension in Bilingual Education; Optional Extension in Middle Childhood (7-9)

The 128-credit B.S. in Childhood Urban Education (Grades 1-6) leads to the degree of Bachelor of Science and eligibility for initial NYS certification in childhood education, grades 1-6. It prepares students to teach in elementary school classrooms.

The major in Childhood Urban Education consists of 40 credits in teaching and learning. Optional extensions are available for students interested in teaching in middle schools (6 credits) or in bilingual classrooms (7 credits).

In addition, all Childhood students must select a 30-credit concentration or a second major in a liberal arts and sciences area from among the following:

- Biology
- Chemistry
- Math
- English
- History
- Humanities
- Foreign Languages and Literature (Spanish)
- Psychology
- Social Sciences

Students should consult with a TAL advisor regarding requirements for the concentration. If choosing a double major, students must select Childhood Urban Education as their first major. The requirements for the second major can be found in the relevant department’s section of the bulletin.

An optional extension in Middle Childhood Urban Education (6 credits) is available for students who wish to teach in the middle childhood extension must have at least 30 credits in their chosen content area. An optional extension in Bilingual Education (7 credits) prepares students to teach in bilingual classrooms.

The Childhood Urban Education program is divided into a pre-professional stage and a professional stage. All students are welcome to take six credits of pre-professional courses. Students must meet the requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching and graduation that are described in the previous section, Core Program in Teaching and Learning. Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL Certification Officer assists students in applying for certification when all requirements are met.

Childhood Urban Education, B.S.
All of the following courses are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAL 201</td>
<td>Teaching: Imagine the Possibilities</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 301</td>
<td>Observing and Describing Children</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 350</td>
<td>The Developing Child</td>
<td>4.00</td>
</tr>
<tr>
<td>TAL 351</td>
<td>Language and Literacy I</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 352</td>
<td>Sociology and Education</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 471</td>
<td>Teaching Physical Education Pre-K - Grade 6</td>
<td>3.00</td>
</tr>
<tr>
<td>TAL 476</td>
<td>Teaching Physical Education to Adolescents</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Areas of Specialization for Childhood Urban Education, B.S.

Students must complete 30 credits in one of the following areas:

- Biology
- Chemistry
- Math
- English
- History
- Humanities
- Foreign Languages and Literature (Spanish)
- Psychology
- Social Science

See your TAL Department Advisor for information on choosing courses that meet the concentration requirements.

Optional Extension in Bilingual Education (7 credits)

An optional Bilingual Extension is available for students who wish to teach in bilingual classrooms. To qualify, students must take the following courses before student teaching:

- Teaching and Learning 356 - Bilingualism,
Bilingual Education and Multiculturalism (3 credits)
- Teaching and Learning 417 - Teaching in the Native Language (2 credits)
- Teaching and Learning 418 - Teaching in English in Bilingual Classrooms (2 credits)

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target language.

Optional Extension in Middle Childhood (7-9) (6 credits)
To qualify for a Middle Childhood Extension to the Childhood Certification, students must take the following six credits before student teaching:
- Teaching and Learning 400 - The developing Adolescent (3 credits)
- Teaching and Learning 408 - Middle School Curriculum (3 credits)

### B.F.A. in Teacher of Visual Arts in Urban Schools

The 128-credit B.F.A. in Teacher of Visual Arts in Urban Schools (Grades K through 12) leads to the degree of Bachelor of Fine Arts and eligibility for Initial NYS certification in Visual Arts Education, kindergarten to grade 12. It prepares students to teach art at any grade level.

The program of study in visual art education includes a full major in the Department of Visual Arts with selected courses in Teaching and Learning, including 6 credits of methods courses cross-listed between Teaching and Learning and Art.

The program is divided into a pre-professional stage and a professional stage. All students are welcome to take six credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching, and graduation that are described in the previous section, Core Program in Teaching and Learning.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL Certification Officer assists students in applying for certification when all requirements are met.

### Teaching and Learning Courses

#### TAL 201 Teaching: Imagine the Possibilities
An introduction for the preprofessional student to the possibilities and processes of professional life in diverse inclusive urban schools through initial exploration of school contexts, learning processes, roles of teachers, and the self as a prospective teacher. Guided school visits, reflective writings, and seminal readings enable students to examine the field of education from historical, sociological and philosophical perspectives. Selected Teaching and Learning faculty discuss current trends as multiculturalism and the inclusion of students with disabilities. For all students considering teaching as a career choice. Fifteen hours of structured fieldwork required.

*Credits: 3*  
*Every Fall and Spring*

#### TAL 250 Developmental Psychology
An introductory study of the physical, cognitive, social, language, emotional, and moral development of children, adolescents, and adults from birth through the lifespan. The relationship between learning and development and the factors that may hinder or enhance these processes are explored. Throughout the course, attention is given to the ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in the teaching and learning process.

*Credits: 3*  
*Every Fall and Spring*

#### TAL 251 Students with Special Needs
An introductory examination of the process of change from birth through pre-adolescence in children from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform educational practices will be studied. Throughout the course, attention will be given to ways in which culture, race, class, ethnicity, gender, sexual orientation, language, and disability play a role in development and in the teaching and learning process. The course will also explore the lives of children who have disabilities from historical, legislative, educational, and autobiographical perspectives. The classification process in schools including how students are identified to have disabilities will be addressed. Students will have fieldwork experiences with children and will engage in different types of course assignments to develop discipline-specific writing skills. Writing-intensive course for the major. Fifteen hours of structured fieldwork required.

*The prerequisite of TAL 201 is required.*

*Credits: 3*  
*Every Fall and Spring*
Credits: 4  
Every Fall and Spring

TAL 351 Language and Literacy I  
A focus on emergent literacy, emphasizing the teaching of reading from a developmental socio-psycholinguistic perspective and highlighting the relationship between language and literacy. Different theories of teaching reading and writing are discussed. Students become familiar with appropriate literature for young children as well as the concept of multiple literacies. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including the needs of children with disabilities, bilingual students and English-language learners. The role of assessment in planning instruction is also addressed. An integrated fieldwork experience includes the home, community and classroom teaching environments. Fifteen hours of structured fieldwork required.  
The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.  
Credits: 3  
Every Fall and Spring

TAL 352 Sociology and Education  
A field-based course in which students use the results of sociological research to inform their observation and analysis of schools and society. Emphasis is placed on such variables as parental involvement and home environment, race/ethnicity, and social class as well as school-related variables, including grouping and teaching practices, teacher attributes and expectations, class and school size, and curriculum. Students make an observational study in a classroom setting that addresses a problem of significance. Ten hours of structured fieldwork are required.  
The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.  
Credits: 3  
Every Fall and Spring

TAL 356 Bilingualism Bilingual Education and Multiculturalism  
An introduction to the individual, social, cognitive and linguistic nature of bilingualism, including issues related to assessment and second language acquisition. The course also addresses bilingual education policies, historical and legal foundations, program models, and practices, including the impact of culture on teaching and learning. Ten hours of structured fieldwork required.  
The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.  
Credits: 3  
On Occasion

TAL 399 Preparing for the NYSTCE  
A course that enhances students’ ability to read critically and write serious essays, while deepening the liberal arts and sciences knowledge base required for the Liberal Arts and Sciences Test (LAST). Successful test-taking strategies. Required of all students who have not passed the LAST. Forty-five hours. Pass/Fail only. Noncredit. This course has an additional fee. Prerequisites: Admission to the professional stage, TAL 201, 301 or 302.  
The pre-requisites of TAL 201, 301 or 302 are required.  
Credits: 0  
On Occasion

TAL 400 The Developing Adolescent  
A focus on the preadolescent and adolescent that examines the processes of growth and development in individuals from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform social and educational practices are studied. The relationship between learning and development and the factors that may hinder or enhance these processes are explored. Throughout the course, attention is given to ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in development and in the teaching and learning process. The impact of early developmental experiences on adolescent development is also investigated. Students have integrated fieldwork experience with adolescents in different settings. Fifteen hours of structured fieldwork required.  
The pre-requisites of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.  
Credits: 3  
On Occasion

TAL 401 Language and Literacy II  
A focus on the developing and fluent reader and the place of reading within the integrated curriculum. Linguistic and cognitive processes underlying comprehension are explored within a balanced literacy program of reading and writing instruction. Students become familiar with a variety of literature for children. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including issues of bilingualism and biliteracy. The role of assessment in planning instruction is also addressed, along with approaches to remediation of literacy difficulties. An integrated fieldwork experience focuses on small-group and classroom instruction. Fifteen hours of structured fieldwork required.  
The pre-requisites of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.  
Credits: 3  
Every Spring

TAL 402 Teaching and Learning Mathematics/Technology in Elementary Schools  
An inquiry-based approach to teaching science and technology. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic mathematical concepts such as variables, functions and measurements, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within a collaborative and inclusive model while addressing New York State learning standards. Approaches to addressing difficulties in math will be explored. Fifteen hours of structured fieldwork required.  
The pre-requisites of TAL 350 and TAL 351 are required and a minimum GPA of 2.50 is required.  
Credits: 3  
Every Spring

TAL 403 Teaching and Learning Mathematics/Science/Technology in Elementary Schools  
An inquiry-based approach to teaching science and technology. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic science concepts and skills, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within an inclusive model while addressing New York State learning standards. Fifteen hours of structured fieldwork required.  
The pre-requisites of TAL 350 and TAL 351 are required and a minimum GPA of 2.50 is required.  
Credits: 3  
Every Fall

TAL 404 Teaching and Learning Mathematics/Science/Technology in Elementary Schools  
An inquiry-based approach to teaching science and technology. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic science concepts and skills, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within an inclusive model while addressing New York State learning standards. Fifteen hours of structured fieldwork required.  
The pre-requisites of TAL 350 and TAL 351 are required and a minimum GPA of 2.50 is required.  
Credits: 3  
Every Fall

TAL 406 Health Education for Teachers  
A study of critical issues in health for teachers, including methods and materials for teaching about substance abuse, nutrition, fitness, stress management and sex education. Emphasis is placed on the role of critical thinking in making personal choices about health issues.  
The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.  
Credits: 1  
Every Spring
TAL 407 Health Concerns and Optimal Wellness for Physical Education Teachers
A study of critical issues in health for the physical education teacher, including nutrition, stress, injury prevention, consumer and community health, environmental health, asthma, fitness, and sex education. Students learn methods and materials for teaching health education, including approaches to instructional planning and assessment, literacy in the content area, and the use of varied media and technology. The role of home, school and community interaction in developing good health practices is addressed. Emphasis is placed on the role of critical thinking in making personal choices about health issues. State-mandated training in child abuse identification and reporting, school violence prevention, substance abuse, fire safety, and abduction prevention is also provided. Three credits. Prerequisites: Teaching and Learning 350, 351; Offered every semester
The pre-requisites of TAL 350 and 351 are required.
Credits: 3
On Demand

TAL 412 Teaching and Learning Social Studies in Middle and Secondary Schools
An inquiry-directed, literature-rich, multicultural approach to teaching and learning Social Studies in middle and secondary schools. New York State Social Studies standards for history and social sciences are reviewed, with a focus on teaching strategies and methods, learning goals, essential questions, portfolio assessment, uses of technology, and literacy in the content area. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Strategies for meeting individual learning needs within inclusive classroom communities are emphasized. Fifteen hours of structured fieldwork required.
The co-requisites of TAL 406, 460 and 461 are required.
The pre-requisites of TAL 400 and 421 are required.
Credits: 3
On Demand

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools
An integrated inquiry-based approach to the teaching of mathematics and technology at the middle and secondary school levels. Basic mathematics concepts, such as properties of numbers, algebraic expressions, solving linear equations, and geometry are reviewed. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet students’ diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students’ subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.
The co-requisites of TAL 406, 460 and 461 are required.
The pre-requisites of TAL 400 and 421 are required.
Credits: 3
On Demand

TAL 414 Teaching and Learning Science/Technology in Middle and Secondary Schools
An integrated inquiry-based approach to the teaching of science and technology at the middle and secondary school levels. The focus is on common themes, such as motion, energy, and form and function, which connect the life, physical, chemical, and earth sciences. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet students’ diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students’ subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.
The co-requisite of TAL 418 is required.
The pre-requisites of TAL 350 and TAL 351 are required.
Credits: 2
On Occasion

TAL 415 Teaching and Learning a Language Other Than English in Middle and Secondary Schools
An examination of issues and standards in teaching Languages Other Than English (LOTE) at the middle and secondary levels. Students analyze different strategies and materials used in middle and secondary schools to develop communicative fluency as well as literacy in a LOTE. Strategies are also developed to teach the literature in the LOTE, as well as the culture of the speakers of the LOTE. Differences in strategies between teaching a LOTE, teaching English as a second language, and teaching a heritage language in a bilingual classroom are addressed. Students design lessons and thematic units, practice strategies, and develop competency in language assessment. Twelve hours of structured fieldwork required.
The co-requisites of TAL 406, 460 and 461 are required.
The pre-requisites of TAL 400 and 421 are required.
Credits: 3
On Demand

TAL 416 Teaching and Learning English Language Arts in Middle and Secondary Schools
An examination of fundamental issues in the teaching of English language arts at the middle and secondary levels. New York State English Language Arts standards are reviewed, with a focus on reading and writing for information, literary interpretation, personal expression, and critical analysis. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Students become familiar with national, state and city standards and learn to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas is emphasized. Various inquiry and assessment methods to engage middle school learners are taught, and students learn how to collaborate with colleagues in a team approach. Thirty hours of structured fieldwork required.
Credits: 3
On Demand

TAL 408 Middle Childhood Curriculum
An opportunity to create, evaluate and implement middle school curriculum by beginning with essential questions about language arts, mathematics, science and social studies. Students become familiar with national, state and city standards and learn to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas is emphasized. Various inquiry and assessment methods to engage middle school learners are taught, and students learn how to collaborate with colleagues in a team approach. Thirty hours of structured fieldwork required.
Credits: 3
On Demand

TAL 411 Teaching and Learning English Language Arts in Middle and Secondary Schools
An examination of fundamental issues in the teaching of English language arts at the middle and secondary levels. New York State English Language Arts standards are reviewed, with a focus on reading and writing for information, literary interpretation, personal expression, and critical analysis. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Students become familiar with national, state and city standards and learn to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas is emphasized. Various inquiry and assessment methods to engage middle school learners are taught, and students learn how to collaborate with colleagues in a team approach. Thirty hours of structured fieldwork required.
Credits: 3
On Demand
TAL 418 Teaching in English in Bilingual Classrooms
An introduction to TESOL methods and materials. Students also learn strategies for teaching English language literacy and content area subject matter through the second language. Special attention is given to building on the native language knowledge base. Students evaluate and select a wide variety of culturally appropriate English language curricula and resources to enhance literacy and content skills, including children's literature and media. Five hours of structured fieldwork required. The co-requisite of TAL 417 is required. The prerequisites of TAL 350 and 351 are required. Credits: 2 On Occasion

TAL 421 Language & Literacy III: The Adolescent Learner
A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the foundations of literacy established in early childhood and childhood. Emphasis will be on the development of fluent mature reading, including strategies for teaching vocabulary, critical thinking, reading in the content areas, and study skills. Various approaches to the teaching of writing will be presented, and students will become familiar with a diverse range of multicultural literature for middle-school children and adolescents. Practices related to assessment and the organization of instruction will be introduced. Strategies for adaptation of instruction for children of diverse abilities and language backgrounds will also be addressed. Fifteen hours of structured fieldwork required. Credits: 3 On Demand

TAL 431 Methods of Teaching Art Elementary
Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, papier mache and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. (Same as Art 146). Credits: 3 Every Fall

TAL 432 Methods of Teaching Art Secondary
Use of materials and formulation of projects for students on the secondary level (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design. (Same as ART 147.) Credits: 3 Every Spring

TAL 450 Student Teaching in Childhood Education
A student teaching semester that prepares reflective teachers to create effective classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 during the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (either 1-3 or 4-6). Program approval required. The co-requisites of TAL 451, 452 are required. The prerequisites of TAL 401, 402, 403, 404, 409.1, 409.2 are required. Credits: 4 Every Fall and Spring

TAL 460 Student Teaching in Adolescence Education
A student teaching semester that prepares reflective teachers to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 7 through 9 or grades 10 through 12 during the semester. In addition, they will be required to student teach for a minimum of 20 full days at the other level. Program approval required. The co-requisite of TAL 461 is required. Credits: 3 Every Fall and Spring

TAL 461 Student Teaching Seminar in Adolescence Education
A seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation; affect the lives of children and their own lives as teachers. Major strands underlying the childhood education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students. The co-requisite of TAL 450 is required. Credits: 3 Every Fall and Spring

TAL 465 Student Teaching in Adolescence Education
A student teaching semester that prepares reflective art teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to art creativity and diversity. Student
teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a prekindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.

The co-requisite of TAL 466 is required.

Credits: 6
Every Fall and Spring

TAL 466 Student Teaching Seminar in Art Education
A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of art.
The co-requisite of TAL 465 is required.

Credits: 2
Every Fall and Spring

TAL 468 Student Teaching Seminar in Music Education
A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of music.
Departmental permission required.
The co-requisites of TAL 467.1 and TAL 467.2 are required.

Credits: 2
Every Fall and Spring

TAL 471 Teaching Physical Education Pre-K - Grade 6
This course is not offered.
The prerequisite or co-requisite is TAL 350 is required.

Credits: 3
On Demand

TAL 475 Student Teaching in Physical Education (7-12)
This course is not offered.
The prerequisites of TAL 350, 351, 352, 359.1 are required.

Credits: 6
On Demand

TAL 476 Teaching Physical Education to Adolescents
This course is not offered.
The prerequisite or co-requisite of TAL 350 is required.

Credits: 3
On Demand

TAL 480 Student Teaching in Bilingual Childhood Education
A student teaching semester that prepares reflective bilingual education teachers to create excellent classrooms and schools in urban settings. Students participate in every aspect of practice, including implementation and assessment of dual language curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes and complexities of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 7 through 9 or grades 10 through 12 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (7-9 or 10-12). Program approval required.
The co-requisite of TAL 486 is required.

Credits: 6
Every Fall and Spring

TAL 486 Student Teaching Seminar in Bilingual Adolescence Education
A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice they come to understand how to create meaningful relationships with children and the classroom community through an inclusive bilingual curriculum. They explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability, within the school culture.
The co-requisites of TAL 485 is required.

Credits: 2
Every Fall and Spring

TAL 487 Student Teaching Seminar in Bilingual Childhood Education
A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, students come to understand how to create meaningful relationships with children and the classroom community through an inclusive bilingual curriculum. They explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability, within the school culture.
The co-requisites of TAL 451 and TAL 480 are required.

Credits: 2
Every Fall and Spring

TAL 488 Student Teaching in Bilingual Adolescence Education
A student teaching semester that prepares reflective bilingual education teachers who work to create excellent classrooms and schools in urban settings. Students participate in every aspect of practice, including implementation and assessment of dual language curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes and complexities of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.
The prerequisite or co-requisite of TAL 471 and 476 is required. The co-requisite of TAL 491 is required.

Credits: 6
Every Fall and Spring
TAL 491 Student Teaching Seminar in Physical Education
A student teaching seminar that gives students an opportunity to look closely and critically at their work in physical education classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the physical education classroom.

The co-requisite of TAL 490 is required.
Credits: 2
Every Fall and Spring

TAL 4671 Student Teaching in Elementary Music Education
A student teaching semester that prepares reflective music teachers who work to create excellent elementary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to music creativity and diversity. Student teaching is a full-time, five day a week for 7 weeks in an elementary music program. Departmental permission is required.

The pre-requisites of MUS 109 and MUS 110 are required. The co-requisites of TAL 467.2 and TAL 478 are required.
Credits: 3
On Demand

TAL 4672 Student Teaching in Secondary Music Education
A student teaching semester that prepares reflective music teachers who work to create excellent secondary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to music creativity and diversity. Student teaching is full-time, five days a week for 7 weeks in an elementary music program. Departmental permission is required.

The pre-requisites of MUS 109 and MUS 110 are required. The co-requisites of TAL 467.1 and TAL 468 are required.
Credits: 3
On Demand

Physical Education Courses

PE 1 An Introduction to Racquet Sports
For Non-Physical Education Majors
An overview of the fundamental skills required to participate in and enjoy racquet sports such as badminton, tennis, paddle tennis, pickleball and pickle ball. Students gain understanding of the rules, equipment, strategies and safety needed for the novice participant. Two hours.
Credits: 1
On Occasion

PE 2 Introduction to Golf
An introduction to the fundamentals of golf, including stance, grip and swing, as well as to course play, selection of equipment, safety, and golf terminology. Two hours.
Credits: 1
On Occasion

PE 4 Fitness and Wellness
An overview of the factors that influence personal wellness. Includes topics related to nutrition, environmental factors, exercise, and social and emotional components of physical activity that affect the lifestyle choices made to pursue a healthy state of being.
Credits: 3
Every Fall

PE 13 Beginning Aerobic Dance 1
An introduction to aerobic training in a comprehensive program of physical fitness using multilapse and cross-training techniques to develop and improve cardiovascular fitness. Personal journals are kept in which students record their progress and understanding of the health benefits of nutrition, flexibility, balance, strength and endurance. (Same as PE 13) Prerequisite: Doctor's permission. May be taken twice for credit.
Credits: 3
Alternate Years

PE 13A Step Aerobics
Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. (Same as PE 13A) Prerequisite: Doctor's permission. May be taken twice for credit.
Credits: 3
Alternate Years

PE 14 Beginning Aerobic Dance 2
A continuation of DNC 13. Three hours. (Same as PE 14) May be taken twice for credit.
Pre-requisite of DNC 13/PE 13 is required.
Credits: 3
Every Spring

PE 17 Teaching Movement and Dance for Children
Students will practice and learn the strategies and progressions for teaching fundamental movement skills, rhythmic activities, and dance to preschool and elementary age children, including locomotion, manipulation, gross motor skills, and rhythm and dance from diverse cultures. In addition, students learn how to present different teaching styles, make the gymnasium safe, establish protocols and rules, provide feedback and motivate children. Focus is on inclusive activities, fitness, and enjoyment of movement.
Credits: 1
Every Fall

PE 21 Sport, Functional Training and Performance I
Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times. This course has an additional fee.
Credits: 2
Every Fall

PE 22 Sport, Functional Training and Performance II
Students receive instruction and experience in functional training of athletes and non-athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times. The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.
Credits: 2
Every Spring

PE 23 Teaching Individual and Team Sports I
Instruction in the fundamental skills, techniques, teaching methods, safety and coaching tactics of soccer, softball, and volleyball.
Credits: 3
Every Fall

PE 24 Teaching Individual & Team Sports II
Instruction in the fundamental skills, techniques, teaching methods, safety and coaching tactics of basketball and racquet sports.
Credits: 3
Every Spring

PE 47 Personal and Community Health
An introduction to personal and community health problems that affect the citizen-teacher. Emphasis is placed on the student's understanding, attitudes, knowledge and behavior with regard to critical health issues affecting contemporary living. Areas of inquiry include substance abuse, nutrition, stress...
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 58</td>
<td>Introduction to Modern Dance</td>
<td>A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course. Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary.</td>
<td>2</td>
<td>Every Spring</td>
</tr>
<tr>
<td>PE 140 CPR/First Aid/Safety</td>
<td>An opportunity for students, upon successful understanding of the theory and practice, to earn certification cards in CPR and Standard First Aid.</td>
<td></td>
<td>3</td>
<td>Every Fall and Spring</td>
</tr>
<tr>
<td>PE 142 Basic Principles of Athletic Training</td>
<td>A presentation of the principles of prevention, recognition, and management of athletic injuries. Also included are pertinent administrative, psychosocial and pharmacological issues and an overview of the mechanics of injury, athletic equipment, and taping. This course requires additional lab time other than the standard meeting times listed in the schedule of classes.</td>
<td></td>
<td>3</td>
<td>Every Fall and Spring</td>
</tr>
<tr>
<td>PE 146 Principles and Philosophy of Coaching I</td>
<td>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.</td>
<td></td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>PE 150 Motor Learning</td>
<td>A consideration of the various theories of motor learning, including the most recent concepts in the field. The study of the principles of motor learning and their application to the learning of motor activities is stressed.</td>
<td></td>
<td>3</td>
<td>Every Spring</td>
</tr>
<tr>
<td>PE 151 Functional Kinesiology</td>
<td>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, examination of movement patterns and configurations.</td>
<td>Pre-requisite of BIO 131 is required.</td>
<td>3</td>
<td>Every Spring</td>
</tr>
<tr>
<td>PE 152 Exercise Physiology I</td>
<td>This course will consider the physiologic effects of exercise on the human body, including the effect of exercise on nutrition, energy transfer and thermogenics. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.</td>
<td>The pre-requisite of BIO 131 or CHE 3X is required.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>PE 153 The School Health Program</td>
<td>An examination of the role of the school, community and outside agencies in the development of school health programs. The development of skills in organizing and evaluating curricula for health instruction is studied. Includes methods of implementation and administration of health services in the school setting.</td>
<td>Prerequisite or corequisite: Physical Education 4, 5, or 47 or permission of the Department.</td>
<td>3</td>
<td>Every Spring</td>
</tr>
<tr>
<td>PE 154 Adapted Physical Education I</td>
<td>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. This course has an additional fee.</td>
<td>The pre-requisite of corequisite of PE 151/SPS 151 is required.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>PE 156 Evaluation in Health and Fitness</td>
<td>This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health fitness and sport. The objective of this course is to provide the student with a broad understanding of preparticipation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.</td>
<td></td>
<td>3</td>
<td>Every Fall</td>
</tr>
</tbody>
</table>
The departments and divisions within the School of Health Professions are comprised of respiratory care, physician assistant studies, occupational therapy, sports sciences, athletic training, health science, and exercise science, physical therapy, social work and public health. The programs within these divisions span the undergraduate, graduate and doctoral levels, and lead to careers in growing professions that offer a wealth of career opportunities.

The School of Health Professions’ faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in research, which greatly contributes to the learning experience of their students and to their own professional growth.

The School has strong ties to the community and to many health-care facilities that support our educational efforts as well as our research. Our programs address clinical health care, community-based health and social issues. Graduates of our programs are in high demand in the current health care job market, and this level of demand will continue for many years to come.

The School integrates liberal arts education with advanced sciences and health-oriented curricula. On the undergraduate level, it offers the Bachelor of Science degree in health science, respiratory care, social work and sports sciences. It also offers combined B.S./M.S. degrees in athletic training, and occupational therapy, and a B.S. Health Science/ Master Public Health.

All students are expected to complete 64 credits of liberal arts and sciences courses in addition to their specializations and professional studies. Proficiency and core courses for undergraduate programs are offered through Richard L. Conolly College.

For information, please contact the Dean’s Office at 718-780-6578, fax 718-780-4561, or visit the website at www.liu.edu/brooklyn/shp.

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Terry Macon
Administrative Assistant
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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 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 (NBRC and/or state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact pertinent state licensing board to inquire whether a criminal record, including driving offenses would preclude the individual from eligibility to obtain a license/certification.

DIVISION OF ATHLETIC TRAINING, HEALTH AND EXERCISE SCIENCE

Associate Professor: Eugene Spatz, M.S., Division Director;
Professor: Milorado Stricvcevic, M.D.
Associate Professor: David Spierer, Ed.D.
Assistant Professors: Tracey Rawls-Martin, M.S., ATC, Director, Athletic Training Education Program; Rebecca Petersen, M.S., ATC, Clinical Coordinator of B.S./M.S. in Athletic Training; Arpi Terzian, Ph.D., M.P.H.; Kevin Duffy, M.S.; TJ Kostecky, Coordinator of Sport Management Concentration Program Coordinator of Health Science Program: Melissa Lent, M.S.
Practicum Coordinator: Scott Westervelt, M.S. Adjunct Faculty: 30

The Division of Athletic Training, Health and Exercise Science offers a variety of undergraduate and graduate programs for students who wish to embark or advance their career in the health professions. Our Division offers Bachelor’s degrees in Sports Sciences and Health Science, B.S./M.S. degree in Athletic Training and Master’s degrees in Exercise Science with concentrations in Exercise Physiology and Sports Nutrition, Strength and Conditioning and Sports Nutrition and Fitness for Special Populations. In addition, our Division offers an advanced master’s degree in Athletic Training. All degree programs offer classroom, laboratory and real-world application. Each program requires participation in internships that may lead to future employment opportunities.

Our programs are complemented by excellent opportunities for hands-on experiences, 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 Campus’ Wellness, Recreation and Athletic Center and NCAA Division-I athletic teams, in addition to our off-campus ties to Pfizer Corporate Fitness, Velocity Sports Performance, La Palaestra Center for Preventive Medicine and other clinical affiliations that specialize in fitness, rehabilitation, sport performance and sport management.

Division of Athletic Training Health and Exercise Science faculty members are highly recognized and diverse in terms of their backgrounds and their fields of interest.

B.S. in Sports Sciences

The 128-credit B.S. in Sports Sciences is designed to meet the growing need for health professionals versed in the science of exercise, physical activity and sport performance. Our four-year program focuses on such areas as exercise physiology, motor learning, conditioning for sport, nutrition, biomechanics, sports management and fitness programming for healthy and unhealthy populations, as well as those with disabilities. Our Exercise Physiology concentration is accredited by the American Society of Exercise Physiologists and our program is recognized by the National Strength and Conditioning Association.

This unique program offers great professional flexibility and opportunities. Upon completing a strong foundation of courses in the liberal arts and sciences along with sports sciences core courses, students may apply to the specialized professional program with advanced courses and practical experiences in one of the following concentrations:

- Exercise Physiology
- Adapted Physical Education
- Coaching and Conditioning
- Sport Management

Admissions Requirements

To qualify for acceptance into the B.S. in Sports Sciences program:

- Entering freshmen must have a high school grade-point average of at least 80 and a combined SAT score of at least 800
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

To qualify for acceptance into any of the four concentrations students must:

- Complete a minimum of 24 credits
- Attain a grade-point average of 2.5 or above
- Undergo an interview with the director of the concentration

Students are encouraged to apply for a concentration during their sophomore year. They must consult with their advisers to select courses and field experiences that would satisfy their specific concentration. Students who are not accepted or do not apply for a concentration will follow the recommended course of studies with no concentration. Health Science 500-level graduate courses may be included – see Course Descriptions section of Graduate bulletin.

Sports Science B.S. Major Requirements

Sports Science Core Curriculum Requirements

<table>
<thead>
<tr>
<th>English Composition Core Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16 English Composition</td>
</tr>
<tr>
<td>ENG 16X English Composition for Nonnative Speakers</td>
</tr>
</tbody>
</table>

Core Seminar Requirement

| COS 50 Idea Of The Human | 3.00 |

Speech Core Requirement

| SPE 3 Oral Communication | 3.00 |

English Literature Core Requirement

| ENG 61 European Literatures I     | 3.00 |
| ENG 62 European Literatures II    | 3.00 |
| ENG 63 American Literatures       | 3.00 |
| ENG 64 Non-Western Literatures    | 3.00 |
| HEG 21 Literature of the Human Imagination | 3.00 |
| HEG 22 English Literature of the Human Imagination | 3.00 |

Philosophy Core Requirement

| PHI 61 Philosophical Explorations I | 3.00 |
| PHI 62 Philosophical Explorations II | 3.00 |

History Core Requirement

| HIS 1 History of Civilizations to 1500 | 3.00 |
| HIS 2 History of Civilizations Since 1500 | 3.00 |

Social Science Core Requirement

| PSY 3 Introduction to Psychology    | 3.00 |

Social Science Core Requirement (Choose one course of the following)

| ANT 4 Physical Anthropology         | 3.00 |
| ANT 5 Cultural Anthropology         | 3.00 |
Brooklyn Campus

ECO 1 Introduction to Economics 3.00
ECO 2 Introduction to Economics 3.00
POL 11 Power and Politics 3.00
SOC 3 Introduction to Sociology 3.00

Math Core Requirement (Chose one of the following)
MTH 15 Mathematical Tools and Their Use 4.00
MTH 16 Finite Mathematics 3.00

Orientation Seminar Core Requirement
OS 1 The University: Discovery and Change 1.00

Science Core Requirement
BIO 3 Life: Its Origin, Maintenance and Future 4.00
BIO 4 Life: Its Origin, Maintenance and Future 4.00

Sports Sciences Major Requirements
Sports Sciences majors must complete all of the courses listed below.

Sport, Functional
PE 21 Training and Performance I 2.00
PE 22 Training and Performance II 2.00
PE 142 Basic Principles of Athletic Training 3.00
PE 146 Principles and Philosophy of Coaching I 3.00
PE 150 Motor Learning 3.00
PE 151 Functional Kinesiology 3.00
PE 152 Exercise Physiology I 3.00
PE 154 Adapted Physical Education I 3.00
PE 156 Evaluation in Health, Fitness, and Motor Behavior 3.00

Sport, Functional
SPS 21 Training and Performance I 2.00
SPS 22 Training and Performance II 2.00
SPS 142 Basic Principles of Athletic Training 3.00
SPS 143 Emergencies in Sports and Physical Activity 3.00

SPS 146 Principles and Philosophy of Coaching I 3.00
SPS 148 Nutritional Aspects of Fitness and Sport 3.00
SPS 150 Motor Learning 3.00
SPS 151 Functional Kinesiology 3.00
SPS 152 Exercise Physiology I 3.00
SPS 154 Adapted Physical Education I 3.00
SPS 156 Evaluation in Health, Fitness, and Motor Behavior 3.00
SPS 163 Practicum Experience 3.00
SPS 164 Field Experience 3.00
SPS 190 Neuroscience 3.00
SPS 194 Senior Project 3.00

B.S. in Health Science

The 128-credit B.S. in Health Science is a unique interdisciplinary degree program with a strong foundation in the basic sciences and health. The B.S. in Health Science is designed for students seeking entry-level positions in the health field, as well as those interested in advancing their educational and career opportunities in the health professions such as: nursing, public health, physical therapy, athletic training, occupational therapy, physician assistant, medicine, health administration, exercise science, nutrition and epidemiology.

The Health Science program offers two dual-degree tracks for students seeking admission into either the Master of Public Health (MPH) or Doctor of Physical Therapy (DPT) program at LIU-Brooklyn. The B.S. in Health Science will prepare students for graduate study in a number of areas related to the health professions.

Admission Requirements
To qualify for acceptance into the B.S. in Health Science program:
- Entering freshmen must have a high school grade-point average of at least 80 and a combined SAT score of at least 800
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

Health Science B.S. Major Requirements.

Health Science Core Curriculum Requirements

English Composition Core Requirement
ENG 16 English Composition 3.00

Core Seminar Requirement
COS 50 Idea Of The Human 3.00

Speech Core Requirement
SPE 3 Oral Communication 3.00

English Literature Core Requirement
ENG 61 European Literatures I 3.00
ENG 62 European Literatures II 3.00
ENG 63 American Literatures 3.00
ENG 64 Non-Western Literatures 3.00

Social Science Core Requirement
PHI 61 Philosophical Explorations I 3.00
PHI 62 Philosophical Explorations II 3.00

History Core Requirement
HIS 1 History of Civilizations to 1500 3.00
HIS 2 History of Civilizations Since 1500 3.00

Orientation Seminar Core Requirement
OS 1 The University: Discovery and Change 1.00

Math Core Requirement (Chose one of the following)
MTH 15 Mathematical Tools and Their Use 4.00
MTH 16 Finite Mathematics 3.00

Science Core Requirement
BIO 3 Life: Its Origin, Maintenance and Future 4.00
BIO 4 Life: Its Origin, Maintenance and Future 4.00

BIO 131 Human Anatomy 4.00

EN 16X English Composition for Nonnative Speakers 3.00

Philosophy Core Requirement
PHI 61 Introduction to Philosophy 3.00

Social Science Core Requirement
(Choose one course of the following)
ANT 4 Physical Anthropology 3.00
ANT 5 Cultural Anthropology 3.00
ECO 1 Introduction to Economics 3.00
ECO 2 Introduction to Economics 3.00
POL 11 Power and Politics 3.00
SOC 3 Introduction to Sociology 3.00

Math Core Requirement (Chose one of the following)
MTH 15 Mathematical Tools and Their Use 4.00
MTH 16 Finite Mathematics 3.00

Science Core Requirement
BIO 3 Life: Its Origin, Maintenance and Future 4.00
BIO 4 Life: Its Origin, Maintenance and Future 4.00

Brooklyn Campus of Long Island University Undergraduate Bulletin 2011 - 2012
Health Science B.S. Plan Requirements.

Health Science Major Requirements.

All Courses Below Must Be Completed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 300</td>
<td>Introduction to Health Professions</td>
<td>3.00</td>
</tr>
<tr>
<td>HS 310</td>
<td>Epidemiology</td>
<td>3.00</td>
</tr>
<tr>
<td>HS 320</td>
<td>Environmental Health Issues</td>
<td>3.00</td>
</tr>
<tr>
<td>HS 330</td>
<td>Introduction to Research in the Health Professions</td>
<td>3.00</td>
</tr>
<tr>
<td>HS 340</td>
<td>Wellness and Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>HS 490</td>
<td>Practicum</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 156</td>
<td>Evaluation in Health, Fitness, and Motor Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SPS 156</td>
<td>Evaluation in Health, Fitness, and Motor Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SPS 190</td>
<td>Neuroscience</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Health Science Elective Requirements.

Six (6) Units (Two Courses) From Below Courses Must Be Completed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 182</td>
<td>AIDS: A Multidimensional Epidemic</td>
<td>2.00</td>
</tr>
<tr>
<td>NUR 184</td>
<td>Health Needs of Diverse Populations</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 188</td>
<td>Holistic Health: A Journey Toward Wholeness and Wellness</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 302</td>
<td>Skills for Living 2: Work</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 124</td>
<td>Cross-Cultural Issues in Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 116</td>
<td>Human Diversity</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Ancillary Science Course Requirement. Must Complete All Courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Microbiology</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 131</td>
<td>Human Anatomy</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 132</td>
<td>Human Physiology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 3X</td>
<td>General Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4X</td>
<td>Introduction to Organic and Biochemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 100</td>
<td>Introductory Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Statistics in Psychology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Athletic Training Program**

The 158-credit dual B.S./M.S. degree in athletic training, offered by the Athletic Training Education Program (ATEP), prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC ®). One of only a few such programs offered in the United States, the ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and provides entry-level students with learning experiences in the classroom setting, that are supplemented by a broad array of professional field experiences.

The comprehensive curriculum is divided into two phases: a two-year, Pre-Professional Phase and a three-year, Professional Phase. Students entering without a bachelor’s or an associate’s degree are required to complete the full five years of study. Those holding a previous degree are required to complete three years of study, providing there are adequate liberal arts and sciences for the bachelor’s degree awarded in the program.

The expanded, three-year, Professional Phase offers students the chance to take more advanced courses, the advantage of increased time to interact and train with mentors, and the opportunity to integrate a variety of clinical experiences. At the end of the Professional Phase, students will receive a combined Bachelor of Science/Master of Science degree and will be eligible to sit for the Board of Certification examination for Certified Athletic Trainer to earn the ATC ® credential.

Hallmarks of the ATEP include field-based learning experiences with opportunities for students to work side-by-side with highly experienced certified athletic trainers; state-of-the-art laboratory facilities that allow students to gain significant experience in all areas of clinical practice; individualized instruction provided by advanced teaching fellows; and a mentorship program that promotes further sharing of knowledge and experience.

**Program Goals**

- To prepare student to pass the BOC examination for athletic trainers through required G.P.A. and competency/proficiency evaluation minimum
- To offer field/c clinical experiences in appropriate settings that provide adequate exposure to required clinical education experiences
- To provide network opportunities for possible future employment

**Accreditation**

The program is registered with the New York State Education Department and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

**Admission Requirements and Procedures**

High school graduates may apply as Pre-Athletic Training candidates. This simplified application process is based on academic performance, i.e., a high school grade-point average of 80 and above.

**Pre-Athletic Training Candidacy**

Pre-Athletic Training candidates can attend the Brooklyn Campus on a part- or a full-time basis, completing their courses in the Pre-Professional Phase of the program. Students have at least two years to explore their career choice, complete the required athletic training volunteer experience, demonstrate their academic ability and complete their prerequisite work.

At the end of their Pre-Professional course of study, students apply for progression into the Professional Phase of the program. Admission to the Professional Phase is both competitive and selective. A limited number of students will be admitted annually. Enrollment in the Pre-Professional Phase and meeting minimum application criteria does not by itself guarantee entrance into the Professional Phase of study.

**Application to the Professional Phase**

All Pre-Athletic Training candidates, Long Island University students and transfer applicants seeking admission to the program’s professional phase must:

- Have a cumulative college grade-point average of at least 2.75 or better
- Have satisfactorily completed all prerequisite work
- Submit official transcripts from all colleges and universities attended (Grades more than 10 years old cannot be accepted)
- Submit two letters of recommendation from individuals involved in the field of athletic training
- Submit a completed Athletic Training professional phase program application
- Have completed a minimum of 80 hours of volunteer work experience under the supervision of a certified athletic trainer
- Be able to successfully demonstrate clinical proficiencies from prerequisite courses (Pass/Fail with 1 retest)
- Meet the technical standards of the program (see Technical Standards below)

**Transfer Student Policy**

Students from other colleges and universities who satisfy the Pre-Athletic Training candidacy requirements may apply for admission to the Professional Phase of the B.S./M.S. degree program. However, the student must first be accepted to Long Island University’s Brooklyn Campus as an undergraduate transfer student through the Office of Admissions application process. Once Admissions accepts the student, the application to the Professional Phase will then be evaluated. At this time, students may petition the program for acceptance of the following Professional Phase courses from their previous institution: SPS 151, 156, 150, 152, 154, 148, 180, 189. No other Professional Phase SPS or HS courses are eligible for transfer.
Not only will students need to provide proof of a grade of C or better in the course, but they also must demonstrate 85% of competencies and proficiencies (oral and written) designated for the courses. The competency and proficiency list is available in several Division offices at the student’s request.

B.S./M.S. in Athletic Training

Technical Standards for the Athletic Educational Training Program
The Athletic Training Educational Program (ATEP) at Long Island University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATEP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Please refer to the Athletic Training Student Handbook regarding the specific details, including cost, as well as the form.

Student Health Records
Students must annually present a completed Long Island University Health Examination Form. This includes the requirement of providing proof of immunization, including HBV. Please refer to the Athletic Training Student Handbook for the specific details, including cost, as well as the form.

Athletic Training B.S./M.S. Plan Requirements.

Athletic Training Core Curriculum Requirements

<table>
<thead>
<tr>
<th>English Composition Core Requirement</th>
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Core Seminar Requirement

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Speech Core Requirement

| SPE 3 Oral Communication | 3.00 |

English Literature Core Requirement

| ENG 61 European Literatures I | 3.00 |
| ENG 62 European Literatures II | 3.00 |
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| ENG 64 Non-Western Literatures | 3.00 |
| HEG 21 Literature of the Human Imagination | 3.00 |

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<th>Philosophy Core Requirement</th>
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</thead>
<tbody>
<tr>
<td>PHI 61 Philosophical Explorations I</td>
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<td>PHI 62 Philosophical Explorations II</td>
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<th>History Core Requirement</th>
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<tr>
<td>HIS 1 History of Civilizations to 1500</td>
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<td>HIS 2 History of Civilizations Since 1500</td>
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<th>Social Science Core Requirement</th>
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<tr>
<td>PSY 3 Introduction to Psychology</td>
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<tr>
<th>Social Science Core Requirement (Choose one course of the following)</th>
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<tr>
<td>ANT 4 Physical Anthropology</td>
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<td>ANT 5 Cultural Anthropology</td>
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<tr>
<td>ECO 1 Introduction to Economics</td>
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<td>ECO 2 Introduction to Economics</td>
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<td>POL 11 Power and Politics</td>
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<td>SOC 3 Introduction to Sociology</td>
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<th>Math Core Requirement (Choose one of the following)</th>
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<tr>
<td>MTH 15 Mathematical Tools and Their Use</td>
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<td>MTH 16 Finite Mathematics</td>
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<th>Orientation Seminar Core Requirement</th>
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<tr>
<td>OS 1 The University: Discovery and Change</td>
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<th>Science Core Requirement</th>
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<td>BIO 3 Life: Its Origin, Maintenance and Future</td>
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<tr>
<th>Athletic Training Plan Requirements</th>
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<td>Must complete all undergraduate courses below.</td>
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<th>Must complete all graduate courses below.</th>
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<tbody>
<tr>
<td>HS 508 Strength and Conditioning Certification Preparation</td>
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<tr>
<td>HS 576 Therapeutic Exercise in Athletic Training</td>
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<tr>
<td>HS 603 Individual Problems</td>
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<td>HS 623 Filed Experience</td>
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<td>HS 640 Neuroscience</td>
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<td>HS 655 Pathology and Illness in Sports</td>
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<td>HS 660 Clinical Education in Athletic Training II</td>
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<td>HS 661 Clinical Education in Athletic Training III</td>
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<td>HS 700 Research Methods in Exercise Science</td>
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<td>HS 709 Clinical Education in Athletic Training IV</td>
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<td>HS 710 Organization and Administration in Athletic Training</td>
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<tr>
<td>HS 718 Sports Nutrition and Pharmacology in Sports</td>
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<td>HS 721 Seminar: Current Issues in Athletic Training</td>
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Athletic Training Ancillary Requirements

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<th>Must complete all ancillary requirements courses below.</th>
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<tr>
<td>BIO 131 Human Anatomy</td>
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Health Science Courses

HS 300 Introduction to Health Professions
This course will provide an introduction to various professions in the health care field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. Students will understand health care priorities on the national and local level. Various health careers will be reviewed with a goal to understand underlying qualities and characteristics of health professions and professional behavior, related values, interests and ethics. In addition, students can begin to explore health care options based on an understanding of professional tasks, skills, tools and technology, abilities, work activities, work context/environment and educational, training and legal requirements. In addition, the course will provide an introduction to medical terminology, as well as library skills. Students will also be required to create a professional resume that may be used for future opportunities.
Credits: 3
Every Fall and Spring

HS 310 Epidemiology
Epidemiology is a combination of subject matter science and a research methodology; this course focuses on the latter. Introduction to Epidemiology will describe the study designs used to study disease in human populations including randomized trials and four types of observational studies (cohort, case-control, cross-sectional, and ecological). Cause-and-effect relations are at the heart of epidemiological research, this course will also introduce concepts of casual inference, threats to study validity, and multi-causality.
Credits: 3
Every Fall and Spring

HS 320 Environmental Health Issues
This course explores the relationship of people to their environment - how it affects their physical well-being, and what they can do to protect and enhance their health, and to influence the quality of the environment. This course will give students a basic understanding of how environmental factors impact the health of people and the community, and of the efforts made to prevent or minimize the effects of negative impacts. Emphasis is on providing a general understanding of how environmental factors are involved in the transmission of communicable diseases and on some of the health hazards resulting from exposure to chemical and physical materials in our environment.
Credits: 3
Every Spring

HS 330 Introduction to Research in the Health Professions
This course is an introduction to the basic concepts and procedures used to conduct and evaluate research in the health sciences. Both quantitative and qualitative research methods will be covered.
Credits: 3
Every Fall and Spring

HS 340 Wellness and Nutrition in Physical Activity
Students will understand the basics of nutrition and its role in maximizing human performance and longevity. The essential outcomes include the acquisition of knowledge and development of skills and attitudes necessary for implementing positive wellness and nutrition decisions.
Credits: 3
Every Fall and Spring

HS 400 Practicum
The student will complete a minimum of 90 hours of fieldwork at a public health or social service agency/organization. The student will also attend scheduled course sessions and satisfactorily complete the assignments outlined in the syllabus.
Credits: 3
Every Fall, Spring and Summer

Sports Sciences Courses

SPS 17 Teaching Movement and Dance for Children
Students will practice and learn the strategies and progressions for teaching fundamental movement skills, rhythmic activities, and dance to preschool and elementary age children, including locomotion, manipulation, gross motor skills, and rhythm and dance from diverse cultures. In addition, students learn how to present different teaching styles, make the gymnasium safe, establish protocols and rules, provide feedback and motivate children. Focus is on inclusive activities, fitness, and enjoyment of movement.
Credits: 1
On Occasion

SPS 20 Sport, Functional Training and Performance I
Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times. The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.
Credits: 1
Every Fall

SPS 22 Sport, Functional Training and Performance II
Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times. The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.
Credits: 2
Every Spring

SPS 26 Beginner Swimming
This class requires no previous water experience and is geared toward dealing with beginning development of strokes including self-help and survival skills. Students will learn how to travel through the water with a basic paddle stroke. Front crawl, back crawl, elementary backstroke, and basic safety skills are covered. This course requires additional hours other than the standard meeting times listed in the schedule of classes.
Credits: 1
Every Semester

SPS 52 Intermediate Swimming
Refine front/back crawl and backstroke. Further develop breaststroke and sidestroke. Introduction to butterfly and workout swims. Students must be able to swim in deep water and have a basic understanding of all strokes. This course requires additional hours other than the standard meeting times listed in the schedule of classes.
Credits: 1
Every Semester

SPS 62 Advanced Swimming and Fitness
This course is designed to refine strokes so students swim with more ease, efficiency, power and smoothness over greater distances. In addition, students will create and present a swim fitness program and understand its related health and wellness benefit.
Credits: 1
On Occasion

SPS 80 Beginning Fitness and Exercise for Living
This course will investigate the effects of the human body and the training modalities used to maintain a healthy lifestyle. Students learn proper warm-up and exercise for healthy living. Emphasis is on the relation between the exercises and cardiovascular fitness, muscle function, weight control, strength and flexibility.
Credits: 1
Every Fall

SPS 81 Intermediate Fitness and Exercise for Living
A continuation of SPS 80, students will learn how to design and perform proper warm-up and exercise for healthy living. Emphasis is on the relation between the exercises and cardiovascular fitness,
SPS 107 Adapted Aquatics for People with Lupus
This course introduces principles of exercise in an aquatic environment and approaches to adapt aquatic exercise for people with Lupus. Through lecture, simulations, laboratory and hands-on experience students learn about Lupus and how to organize and adapt activities to meet each individual’s needs. Students will support participants with Lupus in the aquatic sessions and will develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety in the aquatic environment and how to assist people effectively.
Credits: 3
Every Fall

SPS 108 Exercise Prescription II
This course is based on the American College of Sports Medicine’s Guidelines for Exercise Testing and Prescription. ACSM’s principles are applied to develop appropriate exercise programming for individuals with musculoskeletal, neurological, auto-immune and cardiovascular impairments. Laboratory experiences and case studies are used to study problems and develop exercise solutions.
Credits: 3
Every Fall

SPS 109 Self-Defense
An opportunity for both women and men to learn, from a woman's perspective, to become aware of violent behavior, to prevent high-risk situations and to respond to such situations effectively. Open to all students interested in learning to prevent physical and sexual assaults, violent street encounters and domestic violence.
Credits: 1
On Occasion

SPS 110 Beginning Tennis
Fundamentals of forehand backhand and serve techniques. Overview of game rules, etiquette, scoring and playing tactics. This course has an additional fee.
Credits: 1
Every Semester

SPS 111 Scuba Diving
The PADI Open Water Diver course teaches students the fundamental knowledge and skills they need to scuba dive with a partner, independent of supervision. Throughout the course, one will learn fundamentals of scuba diving, including dive equipment and techniques. This course covers breathing in an underwater environment, underwater exploration, knowing your limits, planning a dive and dealing with emergencies and special situations. The course includes in-class lectures and in-water practice. Three credits. Prerequisites: Each student must demonstrate ability to: 1) 100 meter/yard swim; 2) 15 meter/50 foot underwater swim; 3) 15 minute tread water; 4) If students cannot complete this, they will be guided into a more appropriate swim class.
Credits: 3
Every Spring

SPS 112 Yoga For Health Professionals
An introduction to yoga for students interested in or enrolled in the health professions. Students practice the exercises or postures in combination with proper breathing to remove tension and inflexibility in the body while improving muscular strength and body alignment. In addition, students learn the physiological and psychological benefits of yoga and their applications to improving the health and well-being of their patients.
Credits: 3
On Occasion

SPS 113 Adapted Aquatics for People with Multiple Sclerosis
This course introduces principles of exercise in an aquatic environment and approaches to adapt aquatic exercise for people with multiple sclerosis (MS). Through lecture, simulations, laboratory and hands-on experience studies learn about MS and how to organize and adapt activities to meet each individual’s needs. Students will support participants with MS in the aquatic sessions and will develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety in the aquatic environment and how to assist people effectively.
Credits: 2
Every Fall

SPS 114 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.
The pre-requisite of SPS 103 is required.
Credits: 3
Every Fall

SPS 115 Lifeguard Training
This course covers breathing in an underwater environment, underwater exploration, knowing your limits, planning a dive and dealing with emergencies and special situations. The course gives the most current instruction in life saving techniques, First Aid and CPR skills required to gain eligibility for a lifeguard position. Upon successful completion, a student will earn certifications in both American Red Cross Lifeguard Training and CPR for the Professional Rescuer. Adequate swimming skills are necessary. Three credits. Prerequisites: On first day, student must: swim 500 yards (20 lengths of the pool); 200 yards front crawl; 100 breaststrokes and 200 of your choice. Swim 20 yards, submerge to a minimum depth of 9 feet, retrieve a 10-pound brick from the bottom, return it to the surface, and bring it back to the starting point. If students cannot complete this, they will be guided into a more appropriate swim class.
Credits: 3
Every Fall and Spring

SPS 116 Beginning Karate
An introduction to karate for students interested in or enrolled in the Health Professions. Students will learn a series of karate skills and techniques designed to enhance fitness, coordination and health. Students will also gain an understanding of the physiological principles about learning and movement of karate.
Credits: 3
On Occasion
Brooklyn Campus of Long Island University Undergraduate Bulletin 2011 - 2012

Credits: 1
Every Semester

SPS 117 Intermediate Karate
A continuation of SPS 116. Emphasis is placed on advanced combinations and techniques of karate. This course has an additional fee. The prerequisite of SPS 116 is required or permission of the Division.
Credits: 1
On Occasion

SPS 120 Anatomy of Exercise
This course will give an overview of anatomy and muscle function. Various movements will be analyzed and their use in exercise programs discussed.
Credits: 3
Every Fall

SPS 142 Basic Principles of Athletic Training
A presentation of the principles of prevention, recognition, and management of athletic injuries. Also included are pertinent administrative, psychosocial and pharmacological issues and an overview of the mechanics of injury, athletic equipment, and taping. This course requires additional lab time other than the standard meeting times listed in the schedule of classes. This course has an additional fee. The prerequisite or co-requisite of BIO 131 is required.
Credits: 3
Every Fall and Spring

SPS 143 Responding to Emergencies in Sports and Physical Activity
This course will deal with protocols related to the recognition, evaluation and treatment of injury and illness in sports/physical activity settings. Emphasis will be placed on the interactions of the student with a variety of populations regarding injury recognition and care. Students will receive instruction in CPR for the Professional Rescuer, (infant, child, and adult), trained in the use of an automatic external defibrillator (AED) and first responder care as related to Sports/Physical activity. Students will have the opportunity to earn certification at additional cost. This course requires additional lab time other than the standard meeting times listed in the schedule of classes.
Credits: 3
Every Fall and Spring

SPS 144 Taping, Bracing and Protective Athletic Equipment in Sports
This course is designed to provide the student with the knowledge and skills necessary to master the use of prophylactic and therapeutic taping, wrapping, bracing and padding techniques. Emphasis will be placed on the proper use of athletic tapes, plastics, felts and other protective athletic equipment. A portion of the class will be lecture in nature, with a large emphasis in Athletic Training laboratory practice and mastering techniques. Open only to Athletic Training Majors.
Credits: 3
Every Fall

SPS 146 Principles and Philosophy of Coaching I
A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching. The prerequisite of SPS 21 or SPS 22 is required.
Credits: 3
Every Spring

SPS 148 Nutritional Aspects of Fitness and Sport
A study of the basic nutritional principles related to fitness and sport. Topics covered include the role of nutrients in physical performance, special concerns during exercise in the heat, and special dietary considerations related to endurance and non-endurance sports. The prerequisite or co-requisite of SPS/PE 152 and SPS/PE 156 are required or permission of the Division.
Credits: 3
Every Spring

SPS 149 Exercise and the Older Adult
This course is designed to provide students with the theoretical knowledge base concerning the human aging process and the effects of physical activity in the senior adult population. Physiological changes in the cardiopulmonary, musculoskeletal system, nervous system, and sensory systems will be discussed. Students will learn to adapt and modify exercises to accommodate the systemic changes in the older adult. Nutrition, pharmacological prescriptions and abuse, and promoting fitness for older adults. Students will learn how to perform fitness testing/assessments and lead exercise classes for the senior adult population. Lectures and laboratory activities. The prerequisites of SPS/PE 152 and SPS/PE 156 are required.
Credits: 3
Every Spring

SPS 150 Motor Learning
A consideration of the various theories of motor learning, including the most recent concepts in the field. The study of the principles of motor learning and their application to the learning of motor activities is stressed. The prerequisites of SPS 51 and SPS 21 or SPS 22 are required or permission of the Division.
Credits: 3
Every Spring

SPS 151 Functional Kinesiology
The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology, examination of movement patterns and configurations. The prerequisite of BIO 131 is required.
Credits: 3
Every Fall

SPS 152 Exercise Physiology I
This course will consider the physiologic effects of exercise on the human body, including the effect of exercise on nutrition, energy transfer and thermogenics. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University’s requirement for Writing Across the Curriculum. The prerequisite of BIO 131 or CHE 3X is required.
Credits: 3
Every Spring

SPS 154 Adapted Physical Education I
This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education. This course has an additional fee. The prerequisite or co-requisite of PE 151/SPS 151 is required.
Credits: 3
Every Fall

SPS 156 Evaluation in Health and Fitness
This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health fitness and sport. The objective of this course is to provide the student with a broad understanding of preparticipation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.
Credits: 3
Every Semester

SPS 162 Introduction to Clinical Education in Athletic Training
This course is designed to introduce the athletic training student to the principles and practice of clinical skills involved in Athletic Training. Students will be assigned to an Approved Clinical Affiliate (ACI) at an approved clinical affiliation. The course is designed to acclimate the first year ATS to the clinical environment. Students will be introduced to injury evaluation process, organization and administration of an Athletic Training Facility, and begin to develop ethical and
professional behaviors. Students will be required to complete a minimum of 100 hours at their assigned clinical site and attend all class meetings. Open only to Athletic Training majors.  

The pre-requisite of SPS 142 is required.  

Credits: 1  

Every Spring

SPS 163 Practicum Experience  
Opportunity for students to be involved in an applied working environment that may be related to their specific concentration or 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. Students will be required to attend all classes and complete a minimum of 60 hours at their assigned practicum site. This course requires additional hours other than the standard meeting times listed in the schedule of classes.  

The pre-requisite of SPS/PE 156 is required.  

Credits: 3  

Every Semester

SPS 164 Field Experience  
This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their major concentration. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.  

The pre-requisite of SPS 163 is required.  

Credits: 3  

Every Semester

SPS 165 Clinical Education in Athletic Training I  
This course will require the students to apply their knowledge in a hands-on, practical environment suitable for athletic training students. Each student will be assigned to a clinical situation according to each individual plan of study. The focus of SPS 165 is on the lower extremity, including the hip, groin, pelvis and abdomen and thorax. The student is responsible for the recognition, evaluation, and immediate care of athletic injuries to this region, while under the direct supervision of a qualified Approved Clinical Instructor. Students will be required to complete a minimum of 150 hours at their assigned clinical site and attend all class meetings.  

The pre-requisite of SPS 172 is required and it is only open to Athletic Training majors.  

Credits: 3  

Every Spring

SPS 166 Field Experience  
This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their major concentration. 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 100 hours at their assigned field experience site. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.  

The pre-requisite of SPS 163 is required.  

Credits: 3  

Every Semester

SPS 167 Introduction to Sport Management  
Through learning activities, professional profiles, case studies and international examples, students gain a strong foundation in diverse areas in the field of sports management. This includes ethical, and legal aspects of sports management, publicity and public relations, finance, critical thinking and sport management research. This will be accomplished through lectures, guest speakers and class discussions.  

Credits: 3  

Every Fall

SPS 168 Exercise Physiology II  
A study and systematic guide to the management issues and practical problems that sports managers must address to ensure financial, sporting and ethical success. The course will cover event and facility management, feasibility assessment, market research, event bidding and branding, risk analysis, contract and project management, corporate structure, budgeting as well as economic, social, community and environmental issues. The course will consist of both classroom and field experience. Students will be required to devote approximately 10 hours outside of class toward managing an on-campus NCAA Division I sports event. The students will be assigned a project that will require them to attend the event and all related functions, such as preparing the facility, managing ticket sales, promotions and marketing the event.  

The pre-requisite of SPS 167 is required.  

Credits: 3  

Every Fall

SPS 169 Basic Biomechanics and Motion Analysis  
This course will provide students with a fundamental understanding of mechanical principles and how those principles can be utilized to analyze human movement. Analysis of human motion with simple video, as well as 2 and 3-D motion capture and force platform technology will
be introduced. The course will apply both qualitative and quantitative analysis of human movement to develop the student's observation and problem solving skills. Analysis of movement/sports skills, graphical presentation of kinematic and kinetic data, and simple projects will be conducted and presented in a laboratory setting. Students must spend an additional weekly hour in the motion capture labs. Information will be presented and evaluated in the classroom and laboratory.

*The prerequisites of SPS/PE 151 and PHY 20 are required.*

Credits: 3
Every Spring

**SPS 190 Neuroscience**

This course will provide students with a basic understanding of how the nervous system is structured, how it works and how it affects health and behavior. Each part of the nervous system, including the brain, the spinal cord and the peripheral nerves is presented through lectures and labs emphasizing both anatomy and physiology.

This course has an additional fee. *Prerequisite of BIO 131 is required.*

Credits: 3
Every Fall and Spring

**SPS 194 Senior Project**

A culmination experience for students in Sports Sciences. With the approval of faculty, a student identifies and conducts an intensive review of a topic within his or her area of concentration. The student must submit a written project and orally defend the work at the end of the course.

Credits: 3
Every Semester

**SPS 197 Independent Study**

Three credits. Prerequisites: Permission of the Division Director and the Dean.

Credits: 3
On Demand
DEPARTMENT OF OCCUPATIONAL THERAPY

Chairperson: Katherine Dimitropoulou, Ph.D., OTR/L, Assistant Professor
Associate Professors: Anne Scott, Ph.D., OTR/L, FAOTA, Michael Saraceno, M.A., OTR/L, CHT
Assistant Professors: Donna Covello, OTD, OTR/L; Cindy, Supawadee Lee, Ph.D., OTR/L; Susan Nesbit, M.A., OTL; Doris Ohler, M.S.W., OTR/L; Renee Ortega, M.A., COTA (Academic Fieldwork Coordinator- Evening/Weekend (Jewish Women Cohort) Program; Holly Wasserman (Academic Fieldwork Coordinator, Day Program)

Adjunct Faculty: 17

The Occupational Therapy Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, to participate in community-service learning, to refine cultural sensitivity and practice skills, to use health promotion in community settings, to utilize activity to promote health and independence, and to develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. The professional phase of the program also may be completed on a part-time basis over four years. Students must complete the liberal arts and sciences core curriculum, which offers a rich base of sciences, humanities and social sciences, before entering the professional phase of the program; a minimum of 64 credits in the liberal arts and sciences for the baccalaureate degree are required.

Occupational therapy is a vital health-care and rehabilitation profession whose practitioners help clients to develop or restore and sustain the highest quality of productive life to persons recovering from illness or injury. Occupational therapy is the therapeutic use of self-care, work/productive tasks and play/leisure activities to increase independent function, enhance development and prevent disability. The term occupation refers to activities that are meaningful to the individual within the following environments in which the person lives and functions. Occupational therapy promotes healthy lifestyles, prevents disability and facilitates active participation through occupation. It includes adapting tasks and the environment to maximize independence and quality of life. Occupational therapists help people adapt to changes resulting from disability and the aging process, focus on illness and injury prevention, and promote healthy and satisfying lifestyles for people of all ages.

Our faculty is actively involved in promoting community health and wellness through funded research and programs assisting people to achieve their highest level of functioning within the context of their own communities. Our students are involved in these activities as part of their training since their first year in our program. Using a variety of teaching methods and the integration of technology in the coursework, our students develop a comprehensive understanding of practice and build their research skills. Embedded in our curriculum are activities that enhance students’ communication and critical thinking skills contributing to personal and professional growth. Our students are prepared for successful clinical careers and leadership roles within their professional community.

Admissions

Our program presents an excellent opportunity for high school students who want to pursue a degree in occupational therapy. High school students can complete a B.S./M.S. degree in Occupational Therapy in 5 years (2 years for the completion of the pre-requisites and 3 years for the professional phase of the program). Our program also presents a great opportunity for college students and college graduates with a degree in another field who want to pursue a career in occupational therapy.

Students seeking the entrance into health and human service professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in the field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on your eligibility to obtain licensure or certification. A criminal conviction and/or the use of illegal drugs may impede licensure in New York State. Students who have had a prior conviction are advised to contact NBCOT (www.nbcot.org) for clearance before beginning their academic program. For a fee, NBCOT will review the circumstances which led to a conviction and the individual’s personal record and render a decision concerning whether or not the individual would qualify to work as an occupational therapist.

Application Policies and Procedures

Both high school graduates and college transfer students may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

Application process for High school students: Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply as a pre-occupational therapy candidate. They need to apply using the LIU main application system from our Admissions office:

www.liu.edu/Brooklyn/Admissions. Upon acceptance students need to complete 64 pre-requisites and then apply for the professional phase of the program (please see details below). In order to maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of 3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses. Please be note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

Application and Selection Process for College Students and Graduates

The Department of Occupational Therapy accepts transfer students with or without a degree. Transfer students can use one of the two procedures listed below for applying to our program:

• The OTCAS system: www.otcas.org.

If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete their on-line application. Our department has direct access to those records.

• Directly apply to LIU: www.liu.edu/Brooklyn/Admissions.

All transfer students or Long Island University graduates must first apply directly to the Office of Admissions (718-488-1011) by filling out the on-line undergraduate application (see link listed above).

Part Two – OT PROGRAM APPLICATION (for all applicants)

Applicants who do not apply through OTCAS must also fill out an OT Program Application.

You can find the application on-line at www.liu.edu/Brooklyn/Admissions/Forms/Documents, or you can request a hard copy at Department of OT (718) 780-4508. You also need to submit three letters of recommendation on Departmental Forms.

Pre-OT and/or other majors (LIU) students can apply directly to the Department of OT at Long Island University (no OTCAS application is necessary). Admission application and reference letter forms can be obtained from the OT Department (5 th Floor, Health Science Building, Room 512, 718-780-4508) or on-line at www.liu.edu/Brooklyn/Admissions/Forms/Documents.

The Department of Occupational Therapy publishes the application deadline on the website. All students accepted begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work must be completed prior to entering the program in September. We encourage students to meet with
Transfer Students Without a Degree

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Anatomy (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>Physiology (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>Finite Math</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>6</td>
</tr>
<tr>
<td>Intro Sociology or Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: *64 credits*

*Each Applicant is required to complete an additional 4 credits of Liberal Arts or Science course work and will accept OS 1 for one credit and 3 credits from an elective course. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is *64 credits*. All prerequisite course work must be completed prior to initiation of professional phase course work.

VOLUNTEER WORK 50 hours. A letter from an Occupational Therapist that confirms your volunteer hours is necessary.

Pre-requisites

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of 3.0. A 3.0 minimum cumulative grade point average is also required in both liberal arts and sciences courses. An average GPA of 3.0 in the four Biology Pre-requisite courses is preferred (BIO 3, 4, 131, 132). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

Prerequisite Courses for LIU Students and Transfer Students With a Degree (Associate or Bachelor Degree)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Anatomy (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

The organizing strands for the curriculum are:

1. Professional socialization/community service
2. Theory and practice, and 17 credits of clinical offerings provide 23 credits of basic and medical science courses.
3. The developmental nature of our curriculum offers an 180-hour Clinical Practicum that allows students to be introduced, practice and apply their knowledge and skills.
4. The developmental nature of our curriculum offers an 180-hour Clinical Practicum that allows students to be introduced, practice and apply their knowledge and skills.
5. The developmental nature of our curriculum offers an 180-hour Clinical Practicum that allows students to be introduced, practice and apply their knowledge and skills.
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For more information about our program visit our website:

www.liu.edu/Brooklyn/Admissions/~/media/Files/BK_Admiss_underGraduateApp.

**LETTERS OF RECOMMENDATION**

Students are required to submit 3 letters of recommendation on the designated reference forms of the Department (these forms are integral to the OTCAS system or can be obtained from the Department of OT, the Admissions Department, or on-line at www.liu.edu/Brooklyn/Admissions/~/media/Files/BK_Admiss_underGraduateApp.

We REQUEST that letters of recommendation be completed by people who know you well—for example, college professors, academic counselors, or employers. The person completing the recommendation form MUST return it to you in a sealed envelope with his or her signature across the flap of the envelope. You should collect all sealed envelopes and submit them together along with your application to the Department of Occupational Therapy.

PERSONAL STATEMENT (as part of the admission packet)

In your personal statement explain your career goals, your interest in occupational therapy, past work/volunteer experience that is relevant, and if there is a specialized area of occupational therapy that interests you most. You may also wish to describe your experience with illness and disability—whether the experience is your own or that of a family member or close friend.

Please include ALL required materials when submitting your application for your application to be processed.

- LIU application
- Occupational Therapy Program Application (Must be filled out completely)
- 3 Recommendation Forms (these are the only forms that we will accept)
- Official Transcript(s) (current)
- Personal Statement

**Academic Standards**

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

**OCCUPATIONAL THERAPY CURRICULUM**

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The developmental nature of our curriculum allows students to be introduced, practice and master, core competencies pertaining to the clinical practice of Occupational Therapy. The curriculum is brought to life through organizing strands, which serve to infuse the mission and philosophy of the program into each course. The courses are organized into sequences that aim to gradually enable students' learning and professional competency.

The organizing strands for the curriculum are:

1. Clinical reasoning/evidence-based practice/research
2. Engagement in meaningful occupation
3. Health promotion, prevention and wellness
4. Professional socialization/community service
The occupational therapy program will allow you to:

- Focus on your individual professional growth and development
- Participate in community service learning
- Enhance cultural sensitivity and practice skills
- Use health promotion in community settings
- Develop skills to treat the whole person including physical, cognitive and psychosocial needs
- Use purposeful activity to promote health and independence
- Prepare for a successful career and leadership roles within the Occupational Therapy profession.

Students spend their first year completing 72 hours of community service that introduces them to service learning experiences related to life-span development and understanding of occupations. During the second of the curriculum students participate in an enriched clinical component (Fieldwork I) that includes several supervised part-time experiences with clients and patients of all ages, located in a variety of medical, educational and community-based organizations. In the third year, students participate for seven months in full-time fieldwork (Fieldwork II) that includes 3 rotations of 8-10 or 12 weeks in a variety of clinical, educational, or community settings (focus is on: mental health, physical disabilities, pediatrics). Students also have the unique opportunity to design and implement a four-credit research project in which they conduct a faculty mentored research project.

Community Service

Students will be prepared to ultimately work in the urban environment, which presents unique challenges to health care provision. Consistent with the mission of Long Island University’s Brooklyn Campus to provide service to the community, occupational therapy students will participate in the Common Ground, a unique community service-learning program sponsored by the University. The curriculum emphasizes the importance of community service learning, cultural competence and the relationship of the environment to health and illness. It is critical that students have early and consistent exposure to the community facilitated through developmental learning activities. The community-based learning experiences will foster a deep appreciation of the broad spectrum of social, cultural, political, and economic forces that shape this environment and influence the individual in his/her daily activities and valued occupations.

During the course of the curriculum, students will have three placements in the community, and will participate in a capstone project in which they will develop a research project that promotes occupational therapy in a community setting or emerging practice area. This project will contribute to the goal of the occupational therapy educational program to prepare students who can effectively work in traditional and nontraditional settings (including health, social, and community agencies addressing health promotion, disease prevention and rehabilitation needs).

Fieldwork Education

Clinical practice constitutes an integral part of the course of study. It provides an excellent opportunity for students to acclimate themselves to the health care setting, practice selected aspects of occupational therapy, observe various types of health care settings, and develop your professional competence.

The clinical practice component begins with a ten week clinical experience in the fall of the second professional year. The following clinical practice experiences gradually become more demanding and varied in nature. The program concludes in clinical internships with a minimum of 28 weeks in the fall/spring/summer semesters of your final graduate year at the Brooklyn Campus (at which time students will be responsible for providing all occupational therapy services to their own caseload, under the supervision of licensed occupational therapists).

Many of our clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, the Brooklyn Campus students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check and/or drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, (301) 652-AOTA. The program is registered with the New York State Education Department. Graduates will be eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, the individual will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

B.S./M.S. in Occupational Therapy

Occupational Therapy Dual Degree Requirements

A minimum of 48 credits above 100 (Advanced) is required.

Occupational Therapy Core Curriculum Requirements

| English Composition Core Requirement | ENG 16 | English Composition | 3.00 |
| English Composition for Nonnative Speakers | ENG 16X | English Composition for Nonnative Speakers | 3.00 |

Core Seminar Requirement

| COS 50 | Idea Of The Human | 3.00 |

Speech Core Requirement

| SPE 3 | Oral Communication | 3.00 |

English Literature Core Requirement

| ENG 61 | European Literatures I | 3.00 |
| ENG 62 | European Literatures II | 3.00 |
| ENG 63 | American Literatures | 3.00 |
| ENG 64 | Non-Western Literatures | 3.00 |
| HEG 21 | Literature of the Human Imagination | 3.00 |
| HEG 22 | English Literature of the Human Imagination | 3.00 |

Philosophy Core Requirement

| PHI 61 | Philosophical Explorations I | 3.00 |
| PHI 62 | Philosophical Explorations II | 3.00 |

History Core Requirement

| HIS 1 | History of Civilizations to 1500 | 3.00 |
| HIS 2 | History of Civilizations Since 1500 | 3.00 |

Social Science Core Requirement

| PSY 3 | Introduction to Psychology | 3.00 |

Math Core Requirement

| MTH 16 | Finite Mathematics | 3.00 |

Orientation Seminar Core Requirement

| OS 1 | The University: Discovery and Change | 1.00 |

Ancillary Requirements: Must complete both courses

| PSY 107 | Developmental Psychology I | 3.00 |
### Ancillary Requirements

Must complete one of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 100</td>
<td>Introductory Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Statistics in Psychology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Occupational Therapy Pre-Professional Science Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 4</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 131</td>
<td>Human Anatomy</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 132</td>
<td>Human Physiology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Occupational Therapy Professional Phase Requirements

#### Year 1 Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 100</td>
<td>Introduction to Occupational Therapy</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 106</td>
<td>Therapeutic Skills 1: Interpersonal Skills</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 110</td>
<td>Human Development and Occupation 1: Pediatrics</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 111</td>
<td>Human Development and Occupation 2: Adolescence/Adults</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 112</td>
<td>Human Development and Occupation 3: Geriatrics</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 119</td>
<td>Anatomy - Kinesiology</td>
<td>5.00</td>
</tr>
<tr>
<td>OT 120</td>
<td>Theory 1: Introduction</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 121</td>
<td>Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 129</td>
<td>Kinesiology 2</td>
<td>4.00</td>
</tr>
<tr>
<td>OT 140</td>
<td>Neuroscience</td>
<td>5.00</td>
</tr>
<tr>
<td>OT 201</td>
<td>Occupational Therapy Student Academic Experience</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 202</td>
<td>Professional Development 2: Communication Skills</td>
<td>1.00</td>
</tr>
<tr>
<td>OT 203</td>
<td>Professional Development 3: Advocacy and Disability Perspectives</td>
<td>1.00</td>
</tr>
<tr>
<td>OT 206</td>
<td>Therapeutic Skills 2: Group Process</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 220</td>
<td>Theory 2: Learning Theories Applied to Practice</td>
<td>2.00</td>
</tr>
</tbody>
</table>

#### Year 2 Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 301</td>
<td>Skills for Living 1: Play and Leisure</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 302</td>
<td>Skills for Living 2: Work</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 122</td>
<td>Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 200</td>
<td>Fieldwork Level I: Geriatric Practice Professional</td>
<td>1.00</td>
</tr>
<tr>
<td>OT 205</td>
<td>Development 5: Health Promotion</td>
<td>1.00</td>
</tr>
<tr>
<td>OT 210</td>
<td>Mental Health Practice: Adolescents and Adults</td>
<td>1.00</td>
</tr>
<tr>
<td>OT 215</td>
<td>Fieldwork Level I: Physical Disability Practice: Adolescents and Adults</td>
<td>1.00</td>
</tr>
<tr>
<td>OT 303</td>
<td>Skills for Living 3: Self Care</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 306</td>
<td>Teamwork and Leadership</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 320</td>
<td>Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice</td>
<td>4.00</td>
</tr>
<tr>
<td>OT 330</td>
<td>Practice 1: Mental Health - Adolescents, Adults and Geriatrics</td>
<td>5.00</td>
</tr>
<tr>
<td>OT 420</td>
<td>Theory 4: Physical Disabilities Sets of Guidelines for Practice</td>
<td>5.00</td>
</tr>
<tr>
<td>OT 430</td>
<td>Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics</td>
<td>5.00</td>
</tr>
<tr>
<td>OT 431</td>
<td>Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics</td>
<td>4.00</td>
</tr>
<tr>
<td>OT 432</td>
<td>Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 506</td>
<td>Thesis: Research Technology and Assistive Devices</td>
<td>2.00</td>
</tr>
<tr>
<td>OT 520</td>
<td>Theory 5: Research</td>
<td>3.00</td>
</tr>
<tr>
<td>OT 533</td>
<td>Medical Sciences 3: Clinical Conditions in Pediatrics</td>
<td>3.00</td>
</tr>
</tbody>
</table>
## Occupational Therapy Courses

### OT 100 Introduction to Occupational Therapy
Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

**The pre-requisites of PSY 107, 110 and COS 50 are required.**
**Credits: 2**
**Every Fall**

### OT 106 Therapeutic Skills 1: Interpersonal Skills
This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction.

Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a “Helping Professional” and will show sensitivity when using new interpersonal skills in the experiential setting.

**The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required.**
**Credits: 2**
**Every Fall**

### OT 110 Human Development and Occupation 1: Pediatrics
This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

**The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required.**
**Credits: 3**
**Every Fall**

### OT 111 Human Development and Occupation 2: Adolescence/Adults
This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the agerelated needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

**The pre-requisite of OT 110 is required.**
**Credits: 2**
**Every Spring**

### OT 112 Human Development and Occupation 3: Geriatrics
Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and diversity are examined in depth. Assignments and community service experiences integrated in this course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the process of adaptation in elders.

**The pre-requisite of OT 111 is required.**
**Credits: 2**

### OT 119 Anatomy - Kinesiology
This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students’ understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

**Pre-requisite of OT 140 is required.**
**Credits: 5**
**Every Spring**

### OT 120 Theory 1: Introduction
This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information –largely developed by the disciplines– is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive assignments that are gradually revised using the professor’s feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision making skills by assessing a client’s occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g. books, film, and video) and scientific literature.

**The pre-requisite of OT 100 is required.**
**Student must be admitted into the Occupational Therapy Program**
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. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered. The co-requisites of OT 129 and 112 are required. The prerequisite of OT 119 is required.

Credits: 3

Every Summer

**OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics**

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person’s occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span. The co-requisites of OT 200 and 320 are required. The prerequisite of OT 111 and 112 are required.

Credits: 3

Every Fall

**OT 129 Kinesiology 2**

This lecture/lab course provides an introduction to the analysis of the human motion. It includes the study of muscle function and biomechanics of the human body. The course content integrates principles of kinesiology with muscle testing and goniometry. Changes in movement patterns across the life span are included. It provides didactic and practical experience with examination of movement principles. The impact of biomechanics on functional performance is also discussed. Students learn to apply principles of kinesiology, muscle testing and goniometry in clinical cases. The prerequisite of OT 119 is required.

Credits: 4

Every Summer

**OT 140 Neuroscience**

This course provides students with an understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and Golgi tendon organs). The neuroanatomical and physiologic functions of sensitive systems 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 neuroplasticy 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 neurologic problems (using the "clinic in the classroom" approach).

Credits: 5

Every Fall

**OT 200 Fieldwork Level 1: 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 online 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 122 and 320 are required. The prerequisites of OT 111 and 112 are required.

Credits: 1

Every Fall

**OT 201 Professional Development 1: Occupational Therapy Student Academic Experience**

This course focuses on foundational 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 ePortfolios 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 202 Professional Development 2: Communication Skills**

Students will continue to refine professional communication skills in the areas of written, graphic, and oral presentation. Students will identify areas for refining professional behavior, ongoing professional development, and continuing competency in academic and community contexts. Students continue to assemble an ePortfolio reflective of their ongoing professional development. They will formulate a professional development goal and continue to identify their focus for personal wellness, study skills and stress management. Students will also review how to present themselves in professional interviews for employment, scholarship applications, fieldwork experiences and to promote the profession through community and legislative advocacy. Students will expand knowledge of resources to research professional and current literature content, broaden understanding of evidence-based practice and literature reviews, further develop skills in using media, and creative arts for professional, patient, consumer, client and community education, practice and advocacy.

Credits: 2

Every Spring

**OT 203 Professional Development 3: Advocacy and Disability Perspectives**

The course provides principles of advocacy for Occupational Therapy and Advocacy for our clients. Professional issues related to State and National Advocacy groups for OT as well as, current professional topics for advocacy are discussed. Students learn the importance and the
nature of participation in professional advocacy. In this course students also examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caregivers. Methods of instruction include literature review, media resources, narratives, and in-class interviews with people with a range of stigmatizing conditions. Major civil rights legislation and the disability rights movement will be explored and different models of viewing disability will be reviewed. Students will enhance their understanding of the importance of practitioner, consumer and patient advocacy to promote empathy and skills in client-centered practice. Students will increase sensitivity and skills required in the implementation of client-centered practice with people with a wide range of physical, psychological, and socially stigmatizing conditions. The prerequisites of PSY 107, 110 and COS 50 are required. Credits: 1

**OT 204 Professional Development 4: Independent Study (Elective)**

An in-depth exploration of a topic of study through review of literature, field visits or community service learning under the guidance of a faculty mentor. Professional writing development is emphasized. Students, with the instructor, define the scope of the study, methods, and outcomes. Professional development will be fostered through the identification of learning objectives for the experience that will be assessed/monitored during the course of the independent study process. The prerequisite or co-requisite of OT 100 is required. Credits: 3

**OT 205 Professional Development 5: Health Promotion**

Consideration of current public health initiatives designed to improve the quality of health, eliminate disparities, and explore occupation-centered 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 prerequisites of PSY 107, 110 and COS 50 are required. The student must be admitted into the Occupational Therapy Program. Credits: 1

**OT 206 Therapeutic Skills 2: Group Process**

A group process course for treatment, teamwork, and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process. The prerequisite of OT 100 is required. The student must be admitted into the Occupational Therapy Program. Credits: 1

**OT 210 Fieldwork Level I: Mental Health Practice Adolescents and Adults**

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients’ cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client’s information in an occupational profile/evaluation in order to create long/short-term goals, formulate an evidence based treatment plan, progress note and discharge note. The prerequisite of OT 320, 122 and 200 are required. The co-requisite of OT 330 is required. Credits: 1

**OT 215 Fieldwork Level I: Physical Disability Practices 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 prerequisite of OT 330 is required. The prerequisites of OT 121, 129, 303 and 420 are required. Credits: 1
activity modification and adaptation based on an occupational performance model.

Credits: 3

Every Fall

OT 302 Skills for Living 2: Work

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

The pre-requisite of OT 119 is required. The co-requisites of OT 129 and 121 are required.

Credits: 3

Every Summer

OT 303 Skills for Living 3: Self Care

This course provides students with the opportunity to examine the meaning of self-care activities throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and socio-cultural factors) influence self-care activities will be explored. 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. The students will have the opportunity to practice activity analyses of self-care tasks, through case studies and problem-based learning activities. Students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning.

The pre-requisite of OT 129 is required. The co-requisite of OT 420 is required.

Credits: 3

Every Fall

OT 306 Therapeutic Skills 3: Teamwork and Leadership

This course will introduce students to the conceptual, interpersonal and self-knowledge components of teamwork and leadership. Practice in applying theory and skills to teamwork will prepare students for developing competence in interdisciplinary collaboration, client and family centered intervention and health promotion. Roles and contribution of the full range of participants from various practice domains in institutional, professional and community settings will be explored. Students will examine approaches to problem solving, ethical challenges and conflict-handling styles in leadership. Students will be introduced to mentorship models and strategies that support effective supervision. Students will design and implement wellness/health promotion groups for a variety of populations in the community (non-traditional settings). Students will play an active role in developing educational presentations using technology for educational presentations on the reading material pertaining to teamwork and leadership. Work from this course will be used to enrich students' e-portfolios reflecting their on-going professional development.

The pre-requisite of OT 106 is required.

Credits: 2

Every Fall

OT 320 Theory 3: Comprehenensive 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 practice.

The pre-requisites of OT 122 and 200 are required.

The pre-requisites of OT 111 and 112 are required.

Credits: 4

Every Fall

OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics

This course addresses the sequence of practice in occupational therapy: screening, evaluation, reevaluation, formulation and implementation of intervention and discharge planning in mental health practice with adolescents, adults and geriatrics in traditional and non-traditional settings. The influence of culture and diversity, environment context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Reflections on clinical reasoning are applied to practice via clinical fieldwork and field visits. Students are expected to reflect on the clinical reasoning processes required.
to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

The co-requisites of OT 215 and 431 are required. The pre-requisites of OT 121, 303 and 420 are required.

Credits: 5
Every Spring

OT 431 Practice 3 Orthopedic Rehabilitation and Orthotics Adolescents Adults and Geriatrics

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and biomechanics 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 biomechanics relating to orthopedics and splinting. Common diagnoses and indications for selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy. Finally, students will focus on hand on evaluation and treatment skills for common hand problems. The co-requisites of OT 215 and 430 are required. The pre-requisites of OT 121, 303 and 420 are required.

Credits: 4
Every Summer

OT 432 Practice 4 Medical and Surgical
Rehabilitation Adolescents Adult and Geriatrics

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for this diagnostic population will be covered including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, reevaluation, 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.

The pre-requisites of OT 430 and 431 are required.

Credits: 2
Every Summer
### DIVISION OF PHYSICAL THERAPY

The Division of Physical Therapy offers a Doctor of Physical Therapy degree at the graduate level. Please refer to the Brooklyn Campus Graduate Bulletin for full details about the program.

### DIVISION OF PHYSICIAN ASSISTANT STUDIES

The Division of Physician Assistant Studies offers a 30-month, professional-phase curriculum leading to the M.S. in Physician Assistant Studies. Please refer to the Brooklyn Campus Graduate Bulletin for full details about the program.

### PUBLIC HEALTH PROGRAM

Chairperson and Associate Professor: Karen Denard Goldman, M.P.H., Ph.D. Professors: Enna Crosman, M.P.H., Valerie Walker, M.P.H. Assistant Professors: Anthony Santella, D.P.H. Practicum Coordinator: Scott Westervelt, M.S. Adjunct Faculty: 5

### B.S./MPH in Health Science / Public Health

#### BS Health Science /Master of Public Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
<td>3.00</td>
</tr>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
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#### English Lit Core (Select 6 credits from the following)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
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</tr>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
<td>3.00</td>
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<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
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#### History Core Requirements

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
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#### Philosophy Core Req

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
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<tr>
<td>PHI 62</td>
<td>Philosophical Explorations II</td>
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#### Orientation Sem Core Req

<table>
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<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>OS 1</td>
<td>The University: Discovery and Change</td>
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#### Social Sci Core Req (Select 6 credits from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 2</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 11</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
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#### BS/MPH Core BIO Req (Select 8 credits in a sequence)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1</td>
<td>General Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 2</td>
<td>General Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 4</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
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#### BS/MPH Core MTH Req (Select one of the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
<td>3.00</td>
</tr>
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</table>

#### BS/MPH Ancillary Req

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Microbiology</td>
<td>3.00</td>
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</table>

#### BS/MPH Major Req

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 131</td>
<td>Human Anatomy</td>
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</tr>
<tr>
<td>BIO 132</td>
<td>Human Physiology</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 100</td>
<td>Introductory Statistics</td>
<td>3.00</td>
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<tr>
<td>PSY 150</td>
<td>Statistics in Psychology</td>
<td>3.00</td>
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</table>

#### BS/MPH Ancillary Req (Select one of the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MPH 710</td>
<td>Foundations of Public Health: Concepts and Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>MPH 715</td>
<td>Public Health Epidemiology</td>
<td>3.00</td>
</tr>
<tr>
<td>MPH 720</td>
<td>Biostatistics for Public Health</td>
<td>3.00</td>
</tr>
<tr>
<td>MPH 725</td>
<td>Theoretical Foundations of Public Health</td>
<td>3.00</td>
</tr>
<tr>
<td>MPH 735</td>
<td>Research Methods in Public Health</td>
<td>3.00</td>
</tr>
<tr>
<td>MPH 740</td>
<td>Principles of Public Health Informatics</td>
<td>3.00</td>
</tr>
<tr>
<td>MPH 755</td>
<td>Public Health Planning and Evaluation</td>
<td>3.00</td>
</tr>
</tbody>
</table>
DIVISION OF RESPIRATORY CARE

Program Director: Thomas J. Johnson, M.S., R.R.T.
Director of Clinical Education: Cindy Bravo-Sanchez, M.P.A., R.R.T., NPS
Academic Coordinator: Ellen A. Becker, Ph.D., R.R.T., NPS, AE-C
Adjunct Faculty: 5

The four-year, 128-credit B.S. in Respiratory Care is designed to provide students with educational and clinical competence, emphasizing comprehension, versatility and advanced clinical knowledge. The two-year, pre-professional phase of the program consists of preparation in the basic sciences and in 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 an 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 through 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). It is registered with the New York State Department of Education.

The field of respiratory care is an ideal choice for individuals interested in healthcare who enjoy working with people and who have an aptitude for working with technology. Our program will provide those individuals with the opportunity to develop long and highly satisfying careers.

Respiratory care professionals treat patients who exhibit a range of diverse health issues including asthma, pneumonia, emphysema, cystic fibrosis, lung cancer, sleep disorders as well as those who are having respiratory problems related to trauma, strokes, heart attacks and premature birth.

Respiratory care professionals work in a broad array of health care settings including hospitals, clinics, sub-acute care facilities, physician’s offices, as well as in home care, research and educational facilities, and sleep labs. Work schedules are often flexible and starting salaries can range from $45,000 - $70,000 annually.

Respiratory therapists can specialize in a number of different areas after they graduate and can choose to advance along a variety of different career paths such as healthcare management, education and research.

According to the United States Department of Labor Bureau of Labor Statistics, the job outlook for respiratory therapists is excellent.

Admission Requirements

Both high school graduates and college transfer students may apply for admission to the Respiratory Care program. The following are required for consideration to become a degree candidate.

- High School students must have a G.P.A. of 3.0 (80%) or higher and over 800 combined on the SAT examinations.
- Transfer students must have a G.P.A. of 2.5 or higher and grades of C+ or higher in all math and science courses.
- Courses in math and science that were taken 9 or more years prior to admission are not acceptable and must be revisited.
- All applicants must pass (75% or higher) a medical terminology examination that is offered three times during the academic year and given by the program.

Application

- High School and transfer students must begin the application process through the Office of Admissions.
- LIU students with GPA and math/science grades meeting requirements only require a change of major at any time during their university career.
- Applications to the professional phase course work must be completed not later than June 1st of the year prior to the start of the professional courses.
- LIU students who require second summer session course(s) for Respiratory Care prerequisite(s) will be placed on a waiting list until the grades are posted.
- Transfer students must have all pre-requisite courses completed by July 6th for admission into the professional Respiratory Care courses each Fall.

Behavioral and Social Attributes

A candidate for Respiratory Care must have sufficient emotional health to fully use his or her intellectual ability, to exercise good judgment, to complete all responsibilities, and to attend to the diagnosis and care of patients. A candidate must be able to develop mature, sensitive and effective relationships with patients and colleagues. A candidate must be able to tolerate physical and emotional stress and continue to function effectively. A candidate must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. He/she must have a high level of compassion for others, motivation to serve, integrity and a consciousness of social values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds and all belief systems.

Pre-requisite courses required for both LIU students and transfer students with either an associate’s or bachelor’s degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>LIU Nomenclature</th>
<th>Lab Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>BIO 101</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology I</td>
<td>BIO 131 (Human Anatomy)</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHE 3X</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>PHY 20 or 27</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>Algebra</td>
<td>MTH 15 or 16</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>HTH 100 or PSY 150</td>
<td>N/A</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Transfer students must have a minimum total of 7 credits for Anatomy & Physiology I & II.

Advanced Standing

Advanced standing and/or life experience credit may be offered to US or Canadian licensed respiratory therapists. Respiratory care professionals with an associate’s degree in respiratory care seeking a baccalaureate degree will be afforded the opportunity to challenge courses. These candidates will be required to complete academic residency requirements of a minimum 32 credits at the Brooklyn Campus and at least 15 credits in the Respiratory Care higher (200 or 300 level) courses.

Academic Standards

Grades below a C+ are not acceptable in prerequisite science (Anatomy & Physiology, Microbiology, Chemistry and Physics) and mathematics courses (College Algebra and Statistics); neither are such grades acceptable in professional phase courses. A grade-point average of 2.5 is required for acceptance into the professional phase of the program. Once admitted to the professional phase, students must maintain at least a C+ in all courses and a grade point average of at least 2.75 each semester. Respiratory...
care courses must be taken in the required sequence.

**Credentialing Examinations**

All students who successfully complete all preprofessional and professional courses and have fulfilled all baccalaureate degree requirements are eligible for both the entry-level certification (Certified Respiratory Therapist) and the advanced registry credentialing examinations (Written Registry and Clinical Simulation examinations) as set forth by the National Board for Respiratory Care (NBRC). Qualified students will be permitted to take the Entry Level CRT Examination 30 days prior to graduation. The NBRC (CRT) entry-level examination is recognized by all states that require licensing of respiratory care professionals. Note that a state licensing board may deny a license to practice Respiratory Care based upon a criminal background check. (See Criminal Background Checks and Drug Testing section.)

### B.S. in Respiratory Care

#### Respiratory Care B.S.

**Core Requirements**

Conolly College of Liberal Arts and Science

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
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<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
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</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
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</tr>
<tr>
<td>ENG 14</td>
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</table>

**Core Curriculum Requirements for Students in the School of Health Professions**

English Composition Core Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
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<tr>
<td>ENG 16X</td>
<td>English Composition for Nonnative Speakers</td>
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**Core Seminar Requirement**

<table>
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<tr>
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<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
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**Speech Core Requirement**

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
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**English Literature Core Requirement**

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<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
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</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
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</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
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</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
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**Philosophy Core Requirement**

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<thead>
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<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explorations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
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**History Core Requirement**

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<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
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</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
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**Social Science Core Requirement**

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<tbody>
<tr>
<td>HPS 21</td>
<td>University Honors Psychology</td>
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<tr>
<td>PSY 3</td>
<td>Introduction to Psychology</td>
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**Science Core Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ANT 4</td>
<td>Physical Anthropology</td>
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<tr>
<td>ANT 5</td>
<td>Cultural Anthropology</td>
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<tr>
<td>ECO 1</td>
<td>Introduction to Economics</td>
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<tr>
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</tr>
<tr>
<td>HSS 21</td>
<td>Civilization and Social Institutions</td>
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</tr>
<tr>
<td>HSS 22</td>
<td>Civilization and Social Institutions</td>
<td>3.00</td>
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<td>POL 11</td>
<td>Power and Politics</td>
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<tr>
<td>SOC 3</td>
<td>Introduction to Sociology</td>
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**Science Core Requirement: C+ or Better Required.**

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<tbody>
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<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
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<tr>
<td>BIO 4</td>
<td>Life: Its Origin, Maintenance and Future</td>
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**Mathematics Core Requirement**

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<tr>
<td>MTH 15</td>
<td>Mathematical Tools and Their Use</td>
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<tr>
<td>MTH 16</td>
<td>Finite Mathematics</td>
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**Orientation Seminar Core Requirement**

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<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>OS 1</td>
<td>The University: Discovery and Change</td>
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**Respiratory Care Major Requirements**

**Respiratory Care Pre-Professional Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HEG 21</td>
<td>Literature of the Human Imagination</td>
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</tr>
<tr>
<td>HEG 22</td>
<td>English Literature of the Human Imagination</td>
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**Respiratory Care Professional Phase Year 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>RC 101</td>
<td>Cardiopulmonary Physiology I</td>
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</tr>
<tr>
<td>RC 103</td>
<td>Clinical Application of Acid-Base Balance</td>
<td>2.00</td>
</tr>
<tr>
<td>RC 107</td>
<td>Pulmonary Function</td>
<td>2.00</td>
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<tr>
<td>RC 109</td>
<td>Clinical Experience I</td>
<td>2.00</td>
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<tr>
<td>RC 112</td>
<td>Theory and Practice of Respiratory Care I</td>
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<tr>
<td>RC 200</td>
<td>Cardiopulmonary Pathology</td>
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<td>RC 205</td>
<td>Cardiopulmonary Medical Science</td>
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<tr>
<td>RC 210</td>
<td>Clinical Experience II</td>
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</tr>
<tr>
<td>RC 213</td>
<td>Theory and Practice of Respiratory Care II</td>
<td>5.00</td>
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<tr>
<td>RC 214</td>
<td>Cardiorespiratory Pharmacology</td>
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**Respiratory Care Professional Phase Year 4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>RC 206</td>
<td>Rehabilitation Techniques in Respiratory Care</td>
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</tr>
<tr>
<td>RC 215</td>
<td>Selected Topics in Internal Medicine</td>
<td>3.00</td>
</tr>
<tr>
<td>RC 225</td>
<td>Neonatal and Pediatric Respiratory Care</td>
<td>3.00</td>
</tr>
<tr>
<td>RC 229</td>
<td>Clinical Experience III</td>
<td>8.00</td>
</tr>
<tr>
<td>RC 311</td>
<td>Respiratory Critical Care</td>
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<tr>
<td>RC 330</td>
<td>Clinical Experience IV</td>
<td>8.00</td>
</tr>
<tr>
<td>RC 331</td>
<td>Principles to Practice in Respiratory Care</td>
<td>4.00</td>
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</table>
Respiratory Care Courses

**RC 101 Cardiopulmonary Physiology I**
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, biomechanics of breathing, oxygen and carbon dioxide exchange and control of ventilation.

The prerequisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2
Every Fall

**RC 103 Clinical Application of Acid-Base Balance**
The arterial blood gas is the keystone in the diagnosis and management of the cardiopulmonary patient. Students will introduced to the clinical interaction of care with the acid-base status of the patient. The inter-relationships of pH, oxygen, carbon dioxide, glucose, lactate and electrolytes are examined. The effects of the cardiac, pulmonary and renal systems of human oxygenation and acid-base balance make arterial blood gas interpretation essential in the diagnosis and effective management of these patients. Blood-gas instrumentation operation, maintenance, quality control and quality assurance are discussed. Course fee.

The prerequisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2
Every Fall

**RC 107 Pulmonary Function**
The interpretation spirometry, diffusion studies and the measurement and interpretation of total lung volumes, using helium dilution, nitrogen washout and body plethysmography is essential in the diagnosis of the cardiopulmonary patient. Effective treatment and pharmacological intervention is monitored and its effectiveness evaluated by pulmonary function studies. Cardiopulmonary exercise testing is introduced. This course has an additional fee.

The prerequisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2
Every Fall

**RC 109 Clinical Experience I**
This course focuses on infection control, HIPPA and other health care regulations, basic patient assessment, patient interviewing and charting skills needed to prepare the student to enter the clinical setting. Students receive a supervised experience in a metropolitan respiratory care department, where they have the opportunity to apply their newly acquired skills in actual patient-care setting. Four lecture or laboratory hours and clinical experience are assigned.

The prerequisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2
Every Fall

**RC 112 Theory and Practice of Respiratory Care I**
This course is a study of the theory behind the clinical preparation, selection and application of respiratory care equipment and its assembly and use and a look at troubleshooting such equipment. Topics included are medical gases, medical gas therapy, aerosol and humidity therapy and non-invasive monitoring.

The prerequisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2
Every Fall

**RC 114 Evaluation and Management of Emergencies**
A course designed for students of the health professions that will cover the evaluation and management of life threatening emergencies. Students also will develop a strong foundation in current medical terminology. Students perform basic life support and cardiopulmonary resuscitation (CPR) under the guidance and supervision of a certified instructor. Students may earn certification in AHA BCLS.

The prerequisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2
Every Fall

**RC 141 Evaluation and Management of Emergencies**
This course has an additional fee.

The prerequisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2
On Occasion

**RC 200 Cardiopulmonary Pathology**
This is the study of pathophysiology as compared to the normal physiology of the cardiopulmonary system. Special emphasis is placed on respiratory function in obstructive airway diseases, Cancer, TB, interstitial lung diseases, and neuromuscular respiratory failure. Case studies, pulmonary function evaluation, radiologic evaluation and lung scans are used to elucidate the pathophysiology.

The prerequisites of RC 101, 103, 107, 109, 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3
Every Fall

**RC 205 Cardiopulmonary Medical Science**
In this course, lecture and laboratory are a study of advanced cardiopulmonary monitoring and support such as 12-lead EKGs, cardiac disease, stroke and management of trauma. Students learn the assessment and treatment of trauma victims of near drowning, burns, smoke inhalation, chemical and biological terrorism. Special emphasis is placed on chest trauma e.g. motor vehicle accident, penetration injuries and blast lung injuries.

The prerequisites of BIO 132 and RC 101 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3
Every Spring

**RC 206 Rehabilitation Techniques in Respiratory Care**
This course is the study of the assessment and development of therapeutic plans of patients with chronic pulmonary and cardiovascular diseases. Topics also include sleep studies, wellness and smoking cessation.

The prerequisites of RC 101, 107, 200 and 210 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3
Every Fall

**RC 210 Clinical Experience II**
This is a course in which both classroom/laboratory and field experience in metropolitan respiratory care departments are combined to provide the student with the clinical knowledge and skills. In the classroom/laboratory, students learn about airway management negative and positive pressure ventilation, patient/ventilator assessment, ventilator troubleshooting, and determining the effectiveness of the patient’s respiratory care. In respiratory care clinical assignments, students learn to apply ventilator concepts in actual patient-care settings at clinically affiliated sites.

The prerequisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3
Every Spring

**RC 213 Theory and Practice of Respiratory Care II**
The theory and practice of artificial airway management, positive pressure volume expansion
therapies, mechanism ventilators, and interpretation of ventilator waveforms are discussed. Integration of oxygen and specialty gases mixtures and pharmacology is covered. Students assemble, use and troubleshoot equipment used in such therapies.

The prerequisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3
Every Spring

RC 214 Cardiorespiratory Pharmacology
This is a study of the use of medicines for the treatment of cardiovascular and respiratory tract diseases. Discussions of particular interest are drugs that affect the central nervous system and sympathetic and parasympathetic nervous systems. Also discussed are pharmacological support for cardiovascular, respiratory and renal dysfunction/disease and moderate sedation anesthesia. For each drug, students learn the indications, contraindications, adverse reactions, doses, mechanism of action and routes of administration.

Credits: 3
Every Spring

RC 215 Selected Topics in Internal Medicine
This course addresses the respiratory care assessment and therapeutic intervention of chronic obstructive airways diseases, infectious diseases, neurology and other related areas. Emphases are placed on careful assessment of physical signs and symptoms, effective interventions and follow up care.

The prerequisites of RC 200, 205, 210, 213 and 214; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3
Every Fall

RC 225 Neonatal and Pediatric Respiratory Care
The cardiopulmonary system of the fetus, newborn and child and of the physiology, pathology, diagnosis and treatment of the neonatal and pediatric patient are discussed. Also addressed are the adaptation of therapeutic strategies for each developmental stage and the concept of family-centered care. Emphasizes the physiologic rationale underlying the therapeutic application of respiratory care modalities.

The prerequisites of RC 205, 210 and 213; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3
Every Fall

RC 229 Clinical Experience III
In this course, students receive instruction on advanced methods of mechanical ventilation. Students rotate through critical care, adult acute care, neonatal, pediatric, and surgical care units in the New York City region.

The prerequisites of RC 200, 210, 213 and 214; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 8
Every Fall

RC 301 Independent Study
The student will be challenged to thoroughly investigate an aspect of Evidenced-Based Medicine as it pertains to respiratory care.

Credits: 3
On Demand

RC 311 Respiratory Critical Care
This is a study of advanced cardiopulmonary monitoring and management of critically ill adult and pediatric patients. Examples of therapies covered are ECMO, high frequency ventilation, high frequency oscillation, liquid ventilation, nitric oxide therapy and the aspects of ARDS management. Also discussed are liberation from mechanical ventilation and extubation/de-cannulation.

The prerequisites of RC 206, 215, 225 and 229; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3
Every Spring

RC 312 Medical Ethics/Admin
This course investigates the current issues in medical ethics and law. Students are challenged by actual cases to develop ethical standards and defend their positions. The operational aspects of hospitals/departmental management and operations are studied. Healthcare regulations, financing and operational budget management are components. Additional work will investigate human resources in recruitment/retention, competency, motivation and discipline.

Credits: 2
On Occasion

RC 330 Clinical Experience IV
The student will rotate through advanced clinical specialties such as neonatal critical care, cancer critical care, etc. in a 15-week course that has 2 hours of laboratory, 2 hours of lecture and 24 hours of clinical work per week. Students will have the opportunity to earn the Advanced Cardiac Life Support (ACLS) certification.

The prerequisite of RC 229, and MAT 100 or PSY 150 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 8
Every Spring

RC 331 Principles to Practice in Respiratory Care
This course fulfills the writing intensive graduation requirement. In this course the student is challenged to develop a comprehensive care plan with its clinical interdisciplinary, administrative, educational, and evidenced-based medicine aspects.

The integration of clinical priorities, administrative exigencies must provide the patient and the healthcare system with an optimal outcome. To this endpoint, students will be required to construct interdisciplinary care plans, clinical simulations and training.

The prerequisites of RC 213 and 229; and MAT 100 or PSY 150, are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 4
Every Spring
DEPARTMENT OF SOCIAL WORK

Associate Professors: Samuel C. Jones, D.S.W.; Susanna Jones, Ph.D., M.S.W.; Jessica Rosenberg, Ph.D.
Assistant Professors: Donna Wang (Chair), Ph.D., M.S.W.; Amandia Speakes-Lewis, Ph.D.; Matthew Corrigan, Ph.D., M.S.W.
Field Education: Iris Mule, M.S.W.; Renie Rondon-Jackson, M.S.W.; Sabrina Brown, M.S.W.
Adjunct Faculty: 32

The Bachelor of Arts in Social Work program at the Brooklyn Campus 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 biopsychosocial approach to human behavior and of group/community dynamics. Our purpose is to provide students with the knowledge and skills for effective generalist intervention at individual, group, organizational, and community levels as well as with diverse client populations.

The program’s vision of generalist practice is rooted in a structural approach and an ethnically-sensitive perspective. The structuralist approach means the generalist practitioner must be able to connect individual client problems to larger social, political and economic issues. The ethnically-sensitive approach, often referred to as cultural competence, is a critical component of the curriculum, particularly important because of the diverse makeup of the residents of Brooklyn. Students must be able to relate to clients from all types of backgrounds in an understanding and sensitive manner.

Social Work Program Mission

The mission of the Bachelor of Arts in Social Work program is to guide a diverse student body on a path of critical inquiry with a goal of building competent, compassionate and committed generalist practitioners. The program, grounded in the professions knowledge, skills, and values, teaches students to become civically engaged by developing a nurturing learning community, both in the classroom and field. The program challenges students to work toward a just, equitable, caring society free from oppression and discrimination.

The mission of the program is consistent with the University’s historic mission of preparing students “to achieve the satisfaction of the educated life and to serve the public good.” The program is committed to preparing graduates for entry-level generalist social work practice and for advanced study in social work, while simultaneously addressing the needs of the urban social service agencies, particularly in Brooklyn and the surrounding area.

Social Work Program Goals

Goal 1: To prepare students with the foundation social work knowledge, skills, and core values necessary for generalist practice with diverse populations, across different settings, and with clients systems on micro, mezzo, and macro levels. Goal 2: To advance social work values and ethics emphasizing a commitment to social change, promoting social justice, and diversity while incorporating a global perspective. Goal 3: To educate students for practice with diverse populations to promote well being and enhance the functioning of urban populations, with special attention to age, economic status, race, ethnicity, culture, family structure, gender identity, sex, sexual orientation, disability, health, mental health, national origin, citizenship status, religion, and spirituality. Goal 4: To work closely and collaboratively with community resources to achieve mutually beneficial goals. Goal 5: To prepare students for graduate social work education.

Admissions Requirements

• For admission to the baccalaureate program in social work, students should apply for formal admission during their sophomore year.
• Incoming students must have a grade-point average of 2.5 and must have completed Social Work 101 (Introduction to Social Work) with a grade of B or better.
• Transfer students must obtain advisement from the Social Work program at the time of admission to Long Island University’s Brooklyn Campus.

B.A. in Social Work

A Minimum of 48 Credits Above 100 (Advanced) is Required.

Must Complete All 14 Courses Listed Below.

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 101</td>
<td>Introduction to Human Services and Social Work</td>
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</tr>
<tr>
<td>SWK 114</td>
<td>Social Welfare Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 115</td>
<td>Social Welfare and Public Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 116</td>
<td>Human Diversity</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 121</td>
<td>Social Work Research</td>
<td>3.00</td>
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<tr>
<td>SWK 123</td>
<td>Human Behavior in the Environment I</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 124</td>
<td>Human Behavior in the Environment II</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 130</td>
<td>Writing for the Social Work Profession</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 170</td>
<td>Social Work Practice I</td>
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</tr>
<tr>
<td>SWK 171</td>
<td>Social Work Practice II</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 180</td>
<td>Social Work Fieldwork I</td>
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<td>SWK 181</td>
<td>Social Work Fieldwork II</td>
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<tr>
<td>SWK 182</td>
<td>Fieldwork Seminar I</td>
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<tr>
<td>SWK 183</td>
<td>Fieldwork Seminar II</td>
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Social Work Social Science Elective Requirement:

To satisfy this requirement, the student must complete three courses numbered 100 or above from any of the following disciplines:

- History
- Political Science
- Psychology
- Sociology
- Anthropology
- Economics

Social Work B.A. Core Requirements

Conolly College of Liberal Arts and Science Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>Developmental Skills Mathematics 01</td>
<td>0.00</td>
</tr>
<tr>
<td>DSM 09</td>
<td>Developmental Skills Mathematics 09</td>
<td>0.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 14</td>
<td>English Composition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Social Work B.A. Core Curriculum Requirements

English Composition Core Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>English Composition</td>
<td>3.00</td>
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</tbody>
</table>

Core Seminar Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>Idea Of The Human</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Speech Core Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
<td>Oral Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

English Literature Core Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
<td>European Literatures I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>European Literatures II</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>American Literatures</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Non-Western Literatures</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Philosophy Core Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>Philosophical Explanations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>Philosophical Explanations II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

History Core Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>History of Civilizations to 1500</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>History of Civilizations Since 1500</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Social Science Core Requirement
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANT</td>
<td>Cultural Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO</td>
<td>Introduction to Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL</td>
<td>Power and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY</td>
<td>Introduction to Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>ART</td>
<td>Introduction to Visual Art</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC</td>
<td>Dance Through Time</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS</td>
<td>Music and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>THE</td>
<td>The Theatrical Vision</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM</td>
<td>Chemistry and Modern Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY</td>
<td>The Physical Universe</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH</td>
<td>Mathematical Tools and Their Use</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH</td>
<td>Finite Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>OS</td>
<td>The University: Discovery and Change</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Foreign Language Core Curriculum Requirements**

Must complete 6 credits in one of the foreign language disciplines listed below.

**Foreign Language Core Spanish**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
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</tbody>
</table>

**Foreign Language Core French**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRE</td>
<td>Introductory French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE</td>
<td>Introductory French II</td>
<td>3.00</td>
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</tbody>
</table>

**Foreign Language Core Italian**
### SWK 99 Com Grd Serv Learn
The Common Ground Service Learning experience is open to all Long Island University Brooklyn Campus students who wish to perform community service. Some professors assign it as part of a class requirement. However, if you wish to perform community service independently, you can!
**Credits:** 0  
**Every Fall and Spring**

### SWK 101 Introduction to Human Services and Social Work
An examination of contemporary practice in human services and social work, focusing on the nature of social service work, career opportunities, intervention techniques, and controversial issues involving values and approaches. Professionals currently involved in social work and practice are invited as guest speakers.
**Pre-requisites of SOC 3, PHI 61 and PSY 3 are required.**
**Credits:** 3  
**All Sessions**

### SWK 102 Field Experience
Students perform a minimum of 72 hours of a mini-practicum in approved social placements as an initial introduction to practice in the field. Students integrate classroom knowledge with field experience in a seminar. Students learn about agency function and structure, assessment and interviewing techniques, and approaches to problem solving.
**Pre-requisite of SWK 101 is required.**
**Credits:** 3  
**On Occasion**

### SWK 114 Social Welfare Institutions
An introduction to the major social welfare institutions and programs. The historical development of Western social welfare responses is analyzed within the context of the creation of capitalist market economies and industrialization from the fourteenth century to the present. Special attention is devoted to the history of social welfare in the United States. Current social welfare programs addressed to the poor are presented and critically discussed.
**Pre-requisite of SWK 101 is required.**
**Credits:** 3  
**Every Fall**

### SWK 115 Social Welfare and Public Policy
Students discuss, analyze and debate recent trends in social welfare policies and programs in the United States and Europe. Such trends are connected to the economic impact of the global economy and technological changes affecting the workplace; therefore possibilities for the future are discussed. The course also focuses on controversial issues of public policy, such as welfare reform, abortion, euthanasia and affirmative action.
**Pre-requisite of SWK 114 is required.**

### SWK 116 Human Diversity
This course aims to prepare students (baccalaureate Social Work students in particular) to gain a better understanding of, and to develop the tools needed to work with diverse populations by broadening their appreciation of human diversity. To this end, the course draws from a range of disciplines to help students further understand the strengths perspective, the person in their environment concept, and the social construction and impact of race, ethnicity, sexual orientation, class, and disabilities in particular, in the United States.
**Pre-requisite of ANT 5 is required.**
**Credits:** 3  
**All Sessions**

### SWK 120 Social Work Research
An introduction to the basic language, methods and skills of social science research for the introductory social work practice. Addressed are problem formulation, literature review, definition of variables, sampling, data collection, data analysis, and report writing. The ethical conduct of research is taught within the context of social work purposes and values.
**Pre-requisite of MTH 15 or MTH 16 is required.**
**Credits:** 3  
**Every Fall**

### SWK 121 Social Work Environment I
A perspective on the human developmental life cycle and factors affecting human behavior. The interaction of heredity and environment in development and behavior is examined within a lifecycle perspective. Psychological, sociocultural and political economic theories are used to understand behavior at the individual, family, group organizational, community and societal levels.
**Pre-requisites of SWK 101 and BIO 22 are required.**
**Credits:** 3  
**Every Semester**

### SWK 122 Gerontological Social Work
Issues concerning the continuing increase in an aging population. Students study the normal changes associated with aging and effective means of communicating with older persons. Students become aware of how personal feelings, attitudes, and values influence the social worker’s role in working with older clients. Types and prevalence of mental disorders of the elderly, key assessment methods; health, financial and ethical issues; community and Internet resources serving the elderly.
**Credits:** 3  
**On Demand**

### SWK 123 Human Behavior in the Social Environment I
A continuation of an introduction to the fundamentals of human behavior in various social settings and systems. Using various theories, research data and organizing principles, the course draws a large scale survey map of human behavior, placing emphasis on helping the social work practitioner understand how people negotiate developmental tasks throughout the life cycle and how social stressors influence that process. To that end, macro systems are explored and theories, such as social systems theories in particular, are examined.
**Pre-requisite of SWK 123 is required.**
**Credits:** 3  
**Every Spring**

### SWK 128 SWK & CRIMINAL JUSTICE
This course will examine the impact of the criminal justice system (focusing primarily on incarceration) on children, families, and communities, as well as the various roles that social workers do and can play at the level of direct service, advocacy/community organizing, and policy. On any given day in the United States over 2 million people are incarcerated, resulting in over 2.4 million children living with the daily reality of having a parent behind bars. How does this affect a child? A family? A community? In New York State, most prisoners come from 7 neighborhoods in New York City—what does this mean for these 7 neighborhoods? What does this say about criminal justice policies? Students will learn about the dynamics and history of incarceration in the U.S., will hear from guest speakers who have direct personal experience with the criminal justice system, and will have opportunities to take field trips to programs serving families of the incarcerated, to visit Rikers Island, a women’s and/or men’s prison, and to participate in advocacy efforts (including a lobby day in Albany). Class topics will also be connected to current events and criminal justice references in popular culture.
**Credits:** 3  
**On Demand**

### SWK 130 Writing for the Social Work Profession
Social Work is a profession that demands the ability to compose accurate, detail-oriented narrative reports using terminology specific to the field. The process of gathering and documenting clinical information, integrating, synthesizing and sequencing data into areas of concern and expertise will enable students to think like social workers and communicate professionally with others in the field. Students will learn techniques for capturing and recording valuable data; transferring subjective impressions, “talk”, and non-verbal behaviors into a comprehensive clinical assessment of the client. Students will learn to write a psychosocial assessment, conduct an intake, create a service plan, case summary, professional referral, and chart note, and perform a benefits analysis. Actual forms and formats will be used. Students will also learn the art of outlining and will create a letter of
**SWK 131 Contemporary Challenges in Community Mental Health**
This elective examines the policy and practice challenges of providing community mental health services to the seriously mentally ill. Designed as an upper level course in the social work sequence, the course will cover de-institutionalization, the consumer movement, best practices, and the recovery movement. Topics will include an overview of major mental illness, working with the homeless mentally ill, mental illness and incarceration, and community mental health services to the military. Ethical dilemmas about the tensions between self-determination and mandated treatment will be explored.

*Credits: 3*  
*On Demand*

**SWK 170 Social Work Practice I**
Critical evaluation of the value base of the social work profession and basic practice concepts. A generic base for social work practice, including knowledge about intervention at the individual, group and community levels, is laid out. Intervention techniques through analysis of case materials, role play and the use of practice-related videos are learned. Major ethical issues in practice are discussed. Emphasis is placed on micro and mezzo social work practice.  
*Pre-requisite of SWK 101 is required.*  
*Credits: 3*  
*Every Fall, Spring and Summer*

**SWK 171 Social Work Practice II**
An overview of the theories and methodologies of social work assessment and intervention at the individual, family and community levels in diverse settings. An introduction is offered to the functions of recordkeeping, evaluation and administration and to the needs of particular subgroups of clients (e.g., families, teenagers and the elderly) and the types of intervention most effective with each group. The use of role play is enhanced through audiovisual recordings, allowing students to assess their own performances.  
*Pre-requisites of SWK 123 and 170 are required.*  
*Credits: 3*  
*Every Spring and Summer*

**SWK 180 Social Work Fieldwork I**
During their senior year, students complete an intensive field internship (a minimum of 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 experience is ongoing faculty advisement on the individual and group levels.  
*The pre-requisites of SWK 123, SWK 170 and SWK 171 are required.*  

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Pre-requisites</th>
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</thead>
<tbody>
<tr>
<td><strong>SWK 181 Social Work Fieldwork II</strong></td>
<td>4</td>
<td>Every Fall</td>
<td>SWK 182 and SWK 171 are required.</td>
</tr>
<tr>
<td><strong>SWK 182 Fieldwork Seminar I</strong></td>
<td>4</td>
<td>Concurrent with</td>
<td>SWK 180 is required.</td>
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<td>senior-year</td>
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<td>field placement</td>
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<td>Students participate in a seminar to assist in</td>
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<td>integrating the experiential component with their</td>
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<td>theoretical knowledge. Students are also made</td>
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<td>aware of the implications of field experiences for</td>
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<td>policy, research, and ethical and value issues.</td>
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<td>*The pre-requisites of SWK 123, SWK 170 and SWK</td>
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<td></td>
<td>171 are required.*</td>
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<td><em>The co-requisites of SWK 180 is required.</em></td>
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<tr>
<td><strong>SWK 183 Fieldwork Seminar II</strong></td>
<td>3</td>
<td>Every Fall</td>
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<td>Students participate in a seminar to assist in</td>
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<td>integrating the experiential component with their</td>
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<td>theoretical knowledge. Students are also made</td>
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<td>policy, research, and ethical and value issues.</td>
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<td><em>The pre-requisite of SWK 182 is required.</em></td>
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<tr>
<td><strong>SWK 195 Honors Study</strong></td>
<td>3</td>
<td>On Demand</td>
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<tr>
<td>Honors Study is a course in which students will</td>
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<td>connect theory to practice on a level that</td>
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<td>demonstrates their full fund of social work</td>
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<td>knowledge and skills as they attempt to explore a</td>
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<td>social work related issue. To this end, the student</td>
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<td>may choose to focus on an approved topic or social</td>
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<td>problem by starting from a theoretical position and</td>
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<td>work towards practice issues or visa-versa. The</td>
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<td>process and transition from theory to practice or</td>
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<td>practice to theory must be supported by evidence.</td>
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<td>The evidence may come from the existing fund of</td>
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<td>knowledge or may be the result of their own</td>
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<td></td>
<td>discovery and research. Students will be</td>
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<td></td>
<td>encouraged to generate new knowledge, choose</td>
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<td></td>
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<td>appropriate practice skills and tools and develop</td>
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|                                                  |         |                | effective interventions.  
|                                                  |         |                | *Credits: 3*                                        |
| **SWK 196 Honors Study**                          | 3       | On Demand      |                                                    |
| Students are able to work intensively with faculty |         |                | on a topic of interest.                             |
|                                                  |         |                | *Credits: 3*                                        |
| **SWK 197 Independent Study**                     | 3       | On Demand      |                                                    |
| Students are able to work intensively with faculty |         |                | on a topic of interest.                             |
|                                                  |         |                | *Credits: 3*                                        |
| **SWK 198 Independent Study**                     | 3       | On Demand      |                                                    |
| Students are able to work intensively with faculty |         |                | on a topic of interest.                             |
|                                                  |         |                | *Credits: 3*                                        |
| **SWK 203 Special Topics**                        | 1       | On Demand      |                                                    |
| Special Topics                                    |         |                |                                                    |
| *Credits: 1*                                      |         |                |                                                    |
SCHOOL OF NURSING

The School of Nursing is dedicated to educating its students to become nurses who provide the highest quality of nursing care to a diverse and complex population in challenging and ever-changing social, political and economic environments across the country and around the globe. The School offers an undergraduate baccalaureate program for students with no nursing background (generic track) as well as an R.N.-B.S. program for nurses who do not hold a B.S. degree.

Flexible undergraduate tracks are offered for students in the generic program. The Part-time/Evening track is specially designed for those students who work during the day.

The 15-month accelerated track is offered to those students who hold a baccalaureate degree in another discipline.

An accelerated RN-BS/MS degree program (Bachelor of Science/Master of Science) is offered in both the nurse practitioner and nurse executive tracks. The School of Nursing admits students on a “rolling” basis and most courses are offered each semester.

The undergraduate program is fully accredited by the Commission on Collegiate Nursing Education (C.C.N.E.) and all of its programs are registered with the New York State Education Department. Graduates of the B.S./M.S.Nursing/Adult Nurse Practitioner Program are eligible for New York State certification as an adult nurse practitioner.

For information, please contact the School of Nursing at 718-488-1059, fax 718-780-4019, email us at letitia.galdamez@liu.edu, or visit the website at www.liu.edu/brooklyn/son.

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School of Nursing

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Associate Professor: Emerita Williams
Professors: Kilts, Levine-Brill
Associate Professors: Acee, Carr, Dropkin, Sanderson-Marcoux (Acting Dean), O’Brien, Reynolds, Ma, Marsala-Cervasio, Dobal, Jackson, Ikeme, Sweeney
Assistant Professors: O’Leary, Dubal, D’Antonio, Jacobellis, Okpomeshine, Ankner, Biray, Lall, Brennan, Harrison, Maldonado, Valenti
Adjunct Faculty: 45

B.S. in Nursing

For those just starting to think about a career path as well as those who are interested in career change, the field of nursing offers a broad array of options and a wealth of employment opportunity. Long Island University's Brooklyn Campus School of Nursing offers a 128-credit Bachelor of Science in Nursing that is fully accredited by the New York State Education Department and the Commission on Collegiate Nursing Education. Students have the opportunity to complete the program in one of following four tracks:

- Full time day track
- Part-time day track
- Part-time Evening/Weekend Track (for those students who work during the day)
- The full-time 15-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 beginning professional nursing practice, and to build a foundation for graduate study. Full-time and part-time, evening and weekend courses of study are available.

Upon completion of the program graduates are able to:

- Pass State Nursing Licensure exam on the first attempt
- Enter into professional nursing practice within 3-6 months of graduation
- Communicate effectively on a written and oral basis
- Deliver client-centered care that is culturally sensitive, safe and compassionate
- Practice within the legal and ethical parameters of the nursing profession
- Become a provider of care, a manager of care and a member of the profession
- Advocate for equitable health care, public policy and health literacy for all individuals, families, and local and global communities
- Use nursing science as the basis for nursing practice
- Integrate knowledge from current technological, research and evidence-based practice for the improvement of health care
- Practice and adhere to the ANA Code of Ethics
- The program is designed to be completed in four academic years. If a student requires proficiency and skills courses, however, the course of study may be lengthened. All students are expected to complete the courses in the Nursing sequence within two years. A part-time program of study is also available, including a part-time evening and weekend program and these students are expected to complete the nursing sequence in four years.

Admissions Requirements

For acceptance as a nursing major:

- High school students must have an 85 high school average over four years of work or 1000 on the SAT.
- Transfer students must have a 2.75 cumulative grade-point average for all work done at other colleges and a 2.75 cumulative science average.
- Transfer students with less than 24 college credits must meet both transfer and freshman requirements.
- Upon acceptance to the nursing major, freshman (and transfer students whose English and mathematics courses have not been accepted by the University) are required to take a placement exam to assess skills in reading, English and mathematics. Exam results are used to program the student’s first courses in the appropriate English and mathematics courses.
- Progression into the professional phase of the program requires that students maintain a minimum grade-point average of 2.5 and earn no less than C in any science course, in addition to satisfying all prerequisite courses and passing the HESI A2 exam with the required minimum combined score of 75 in each area: vocabulary, grammar, and reading comprehension and math sections. In addition, they must have a minimum overall grade-point average of 2.5 and a minimum overall average of 2.5 in science courses.
- Prior to entry into the first clinical Nursing course, students are responsible for fulfilling clinical clearance. Clinical clearance means that the student has completed and submitted the following:
  - Health form with all required information such as titers value, PPD, or results of chest X-ray, hepatitis status or declination.
  - Results of drug screening
  - Results of criminal background check
  - Current CPR
  - Evidence/documentation of medical insurance coverage
  - Attended orientation
  - Completed OSHA mandatory
  - Possible fit testing with payment

The director of academic advisement can provide further information. Clinical clearance means that the student has completed and submitted the following:

- Results of criminal background check and drug screening to enter clinical courses.

A laboratory fee and testing is charged for nursing courses with a clinical component.
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.

Students must fulfill all nonacademic requirements (tuition, fees, library obligations, etc.).

Because the Nursing curriculum is designed to reflect current trends in healthcare legislation, changes in the delivery of health care and nursing trends, the Nursing faculty reserves the right to make reasonable curriculum and policy changes without prior notice to the student body. When possible, students will be notified in advance.

**R.N./B.S. Connection Program (For Registered Nurses)**

The B.S. in Nursing is available to registered nurses seeking the baccalaureate degree through the School of Nursing’s R.N.-B.S. Connection Program. The program is offered in a blended format and builds on the knowledge that R.N.s already possess, while providing a wide range of liberal arts, sciences and baccalaureate level nursing courses to help broaden their expertise and lay the foundation for advancement in the profession. The blended format provides opportunities for the registered nurse student to utilize a variety of learning methodologies; face-to-face interaction with faculty and classmates and online learning.

The R.N.-B.S. Connection Program truly allows those enrolled to immediately apply what they learn in the classroom to their everyday work. The need for flexibility in scheduling is acknowledged.

**Admissions Requirements**

To be admitted to this program, a candidate must:

- Possess current registered nurse licensure
- Be a graduate of an accredited nursing program
- Have a minimum of a 2.75 cumulative grade-point average from previous academic studies
- Provide evidence of current clinical nursing practice

Registered nurses who are graduates from accredited associate degree programs admitted into the program may receive up to 64 transfer credits, including required core curriculum, prerequisite, and distribution credits. Transferred credits may also include up to 31 credits in nursing courses for work previously completed. To complete the required 128 credits for a baccalaureate degree, all R.N. students must successfully complete all courses for which no transferred credit has been received. Any additional credits required to complete 128 credits may be taken as electives from the liberal arts and sciences or from Nursing.

Registered nurses who are graduates of hospital-based (diploma) or foreign schools of nursing may be admitted to the R.N.-B.S. Connection Program. Upon completion of the NLN Mobility Profile II examinations, they may receive up to 31 credits for previously completed work. Graduates from hospital based or foreign schools of nursing must also take the University's placement examinations in mathematics and English. Graduates from foreign schools of nursing who successfully completed the CGFNS (Commission on Graduates of Foreign Schools of Nursing) examinations will be awarded 31 nursing credits for previous work completed.

Graduates from foreign schools of nursing who did not take the CGFNS examinations must take the Mobility Profile II examinations. Mobility Profile II examinations validate knowledge of care of the adult, the client with mental disorders, the childbearing client and the child. Students who fail to achieve an acceptable grade on any portion of the Mobility Profile II examinations may receive credit for the failed portion by registering for and successfully completing the appropriate generic nursing course.

**Program of Study for Registered Nurses Who Do Not Possess an Associate Degree in Nursing**

Students must satisfy all liberal arts and science requirements to earn 64 credits in addition to the nursing requirements.

**Program of Study for Nurses with an Associate Degree in Nursing**

Students must satisfy all core, humanities, distribution, science and mathematics, and ancillary requirements. Students with an associate degree must present satisfactory transfer credits for requisite Brooklyn Campus courses. Otherwise, all requisite courses must be completed at the Brooklyn Campus.

**School of Nursing Requirements**

Nursing credits transferred from 31 Associate Degree in Nursing Nursing 297, 298, 299, 396 397, 398, 495, 496, 497

**B.S. in Nursing**

A Minimum of 48 Credits Above 100 (Advanced) is Required

**Conolly College of Liberal Arts and Science Skills/Proficiency Requirements**

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 01</td>
<td>0.00</td>
<td>Developmental Skills, Mathematics 01</td>
</tr>
<tr>
<td>DSM 09</td>
<td>0.00</td>
<td>Developmental Skills, Mathematics 09</td>
</tr>
<tr>
<td>ENG 13</td>
<td>3.00</td>
<td>English Composition</td>
</tr>
<tr>
<td>ENG 14</td>
<td>3.00</td>
<td>English Composition</td>
</tr>
</tbody>
</table>

**Nursing General Track**

**Core Curriculum Requirements - Pre-Professional Phase**

**Orientation Seminar Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**English Composition Core Requirement**

**Select One (1) of the following courses based on placement score:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 16</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16X</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Core Seminar Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 50</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**English Literature Core Requirement**

Choose two (2) of the following four (4) courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 61</td>
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<tr>
<td>ENG 62</td>
<td>3.00</td>
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<tr>
<td>ENG 63</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>3.00</td>
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</table>

**Speech Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 3</td>
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</table>

**Philosophy Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 61</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 62</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**History Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 3</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Social Science Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPS 21</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 3</td>
<td>3.00</td>
</tr>
</tbody>
</table>

To fulfill this requirement choose One (1) of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 4</td>
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<tr>
<td>ANT 5</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 21</td>
<td>3.00</td>
</tr>
<tr>
<td>HSS 22</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 3</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Students are enrolled in either: BS Nursing Generic Track or RN to BS Nursing Track
Bulletin 2011 - 2012
HPS 21, HSS 21 and HSS 22 are available only

NUR

392

Clinical Nursing VI:
4.00
Nursing Care of Children
and Their Families

NUR

393

End of Life Nursing Care 3.00

NUR

395

Leadership, Management 3.00
and Contemporary Issues
in Nursing

for approved Honor students.
Mathematics Core Requirement
MTH

16

Finite Mathematics

3.00

Nursing Major Requirements
Nursing BS Distribution Requirement
The following courses must be fulfilled:
Nursing Students who have completed both
BIO 131 and 132 are not required to take BIO 3
and BIO 4 as per Department and Dean.
BIO

131

Human Anatomy

4.00

BIO

132

Human Physiology

3.00

NUR

NUR

490

492

Nursing BS Ancillary Requirements
BIO

101

Microbiology

3.00

CHM

3X

General Chemistry

4.00

CHM

4X

Introduction to Organic
and Biochemistry

4.00

PSY

107

Developmental
Psychology I

3.00

Developmental
Psychology II

3.00

PSY

108

Nursing Students can take TAL 250 in lieu of
PSY 107 & PSY 108

NUR

494

Clinical Nursing VII:
Nursing Care of the Ill
Adult II

6.00

Clinical Nursing
VIII:Community
Centered Nursing

5.00

Transition to Professional 3.00
Nursing Practice

RN to BS Baccalaureate Completion
Track (For Registered Nurses Only)
Core Curriculum Requirements for
Nursing RN-BS Completion

Introductory Statistics

3.00

ENG

16

English Composition

3.00

PSY

150

Statistics in Psychology

3.00

ENG

16X

English Composition for
Nonnative Speakers

3.00

Nursing BS Generic Track Major
Requirements - Professional Phase
NUR

NUR

NUR

190

192

197

Clinical Nursing I:
Nursing Foundations

4.00

3.00

COS

50

Idea Of The Human

3.00

ANT

5

Cultural Anthropology

3.00

HSS

21

Civilization and Social
Institutions

3.00

HSS

22

Civilization and Social
Institutions

3.00

SOC

3

Introduction to Sociology 3.00

HPS 21, HSS 21 and HSS 22 are available only
for approved Honor students.
Mathematics Core Requirement
MTH

16

BIO

131

Human Anatomy

4.00

BIO

132

Human Physiology

3.00

Nursing BS Ancillary Requirements
BIO

101

Microbiology

3.00

CHM

3X

General Chemistry

4.00

PSY

107

Developmental
Psychology I

3.00

PSY

108

Developmental
Psychology II

3.00

MTH

100

Introductory Statistics

3.00

ENG

63

American Literatures

3.00

PSY

150

Statistics in Psychology

3.00

64

Non-Western Literatures

3.00

Nursing RN-BS Track Major
Requirements - Professional Phase*

Clincial Nursing III:
Gender Specific Nursing

4.50

Clinical Nursing IV:
Behavioral Health
Nursing

4.50

Health Assessment in
Nursing

3.00

NUR

390

Clinical Nursing V:
Nursing Care of the Ill
Adult I

6.00

3.00

3.00

SPE

295

Developmental
Psychology

European Literatures II

Speech Core Requirement

NUR

250

62

1.00

3.00

TAL

ENG

Principles of Medication
Administration

Research in Nursing

Nursing Students can take TAL 250 in lieu of
PSY 107 & PSY 108

Choose one (1) of the following two (2) courses:

199

293

3.00

3.00

NUR

NUR

Finite Mathematics

European Literatures I

ENG

292

Physical Anthropology

61

Pharmacology in Nursing 3.00

NUR

4

ENG

198

290

3.00

English Literature Core Requirement
Choose two (2) of the following four (4) courses
are required:

NUR

NUR

ANT

Core Seminar Requirement

Clinical Nursing II:
5.00
Nusring Care of the Older
Adult
Pathophysiology in
Nursing

To fulfill this requirement choose One (1) of the
following:

The following courses must be fulfilled:
Nursing Students who have completed both
BIO 131 and 132 are not required to take BIO 3
and BIO 4 as per Department and Dean.

100

3.00

3.00

R.N. to B.S. in Nursing

MTH

Developmental
Psychology

Introduction to
Psychology

Nursing Major Requirements
Nursing BS Distribution Requirement

Choose one (1) of the following two (2) courses:

250

3

or

Associate degrees from accredited Colleges
and/or Universities will satisfy the following:
English Composition Core Requirement
Select One (1) of the following courses based on
placement score:

TAL

PSY

3

Oral Communication

3.00

Philosophy Core Requirement

Registered Nurse students from accredited Nursing
programs will receive transfer credits for the
following Nursing courses:

PHI

61

Philosophical
Explorations I

3.00

NUR

190

Clinical Nursing I:
Nursing Foundations

PHI

62

Philosophical
Explorations II

3.00

NUR

192

Clinical Nursing II:
5.00
Nursing Care of the Older
Adult

NUR

290

Clinical Nurisng III:
Gender Specific Nursing
Across the Life Span

4.50

NUR

292

Clinical Nursing IV:
Behavioral Health
Nursing

4.50

History Core Requirement
HIS

1

History of Civilizations to 3.00
1500

HIS

2

History of Civilizations
Since 1500

3.00

Social Science Core Requirement
HPS

Brooklyn Campus of Long Island University Undergraduate Bulletin 2011 - 2012

21

Honors Psychology

3.00

4.00

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NUR 390  Clinical Nursing V: Nursing Care of the III Adult I 6.00
NUR 392  Clinical Nursing VI: Nursing Care of Children and their Families 4.00
NUR 490  Clinical Nursing VII: Nursing Care of the III Adult II 6.00

**Nursing RN-BS Baccalaureate Requirements**

NUR 297  Introduction to Baccalaureate Nursing Education 3.00
NUR 298  Introduction to Nursing Informatics 3.00
NUR 299  Health Promotion I: Health Assessment Across the Life Span 3.00
NUR 396  Leadership and Management 3.00
NUR 397  Health Promotion II: Nursing Management of Complex Health 3.00
NUR 398  Nursing Research for Evidence-Based Nursing Practice 3.00
NUR 495  Leadership and Management II: Budgeting, Finance and Health Care Policy 4.00
NUR 496  Health Promotion III: Health Care needs of Diverse Populations 4.00
NUR 497  Health Promotion IV: Community Based Nursing Practice 5.00

*All RN-BS students must have a minimum of 64 credits in Liberal Arts and 32 credits of Residency to meet graduation requirements.

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**Accelerated B.S. in Nursing**

**B.S. in Nursing Accelerated Plan Requirements**

**Nursing Major Requirements**

Previous Bachelor degree in any concentration

Baccalaureate degrees from accredited Colleges and/or Universities will satisfy the following:

**English Composition Core Requirement**

One (1) of the following courses based on placement score:

ENG 16  English Composition 3.00

**Core Seminar Requirement**

ENG 16X  English Composition for Nonnative Speakers 3.00

**English Literature Core Requirement**

Two (2) of the following four (4) courses are required:

ENG 61  European Literatures I 3.00
ENG 62  European Literatures II 3.00
ENG 63  American Literatures 3.00
ENG 64  Non-Western Literatures 3.00

**Speech Core Requirement**

ENG 16X  English Composition for Nonnative Speakers 3.00

**Philosophy Core Requirement**

PHI 61  Philosophical Explorations I 3.00
PHI 62  Philosophical Explorations II 3.00

**History Core Requirement**

HIS 1  History of Civilizations to 1500 3.00
HIS 2  History of Civilizations Since 1500 3.00

**Mathematics Core Requirement**

MTH 16  Finite Mathematics 3.00

**Nursing Major Requirements**

**Nursing BS Distribution Requirement**

The following courses must be fulfilled:

**Social Science Core Requirement**

PSY 3  Introduction to Psychology 3.00

**One (1) of the following:**

ANT 4  Physical Anthropology 3.00
ANT 5  Cultural Anthropology 3.00
SOC 3  Introduction to Sociology 3.00

Nursing Students who have completed both BIO 131 and 132 are not required to take BIO 3 and BIO 4 as per Department and Dean.

BIO 131  Human Anatomy 4.00
BIO 132  Human Physiology 3.00

**Nursing BS Ancillary Requirements**

BIO 101  Microbiology 3.00
CHM 3X  General Chemistry 4.00
CHM 4X  Introduction to Organic and Biochemistry 4.00
PSY 107  Developmental Psychology I 3.00
PSY 108  Developmental Psychology II 3.00

Nursing Students may take TAL 250 in lieu of PSY 107 & PSY 108

**TAL 250 Developmental Psychology 3.00**

**One (1) of the following two (2) courses:**

MTH 100  Introductory Statistics 3.00
PSY 150  Statistics in Psychology 3.00

**Nursing BS Major Requirements - Professional Phase**

NUR 190  Clinical Nursing I: Nursing Foundations 4.00
NUR 192  Clinical Nursing II: Nursing Care of the Older Adult 5.00
NUR 197  Pathophysiology in Nursing 3.00
NUR 198  Pharmacology in Nursing 3.00
NUR 199  Principles of Medication Administration 1.00
NUR 290  Clinical Nursing III: Gender Specific Nursing 4.50
NUR 292  Clinical Nursing IV: Behavioral Health Nursing 4.50
NUR 293  Research in Nursing 3.00
NUR 295  Health Assessment in Nursing 3.00
NUR 390  Clinical Nursing V: Nursing Care of the III Adult I 6.00
NUR 392  Clinical Nursing VI: Nursing Care of Children and Their Families 4.00
NUR 393  End of Life Nursing Care 3.00
NUR 395  Leadership, Management and Contemporary Issues in Nursing 3.00
NUR 490  Clinical Nursing VII: Nursing Care of the III Adult II 6.00
NUR 492  Clinical Nursing VIII: Community Centered Nursing 5.00
NUR 494  Transition to Professional Nursing Practice 3.00
B.S./M.S. Accelerated Programs for Adult Nurse Practitioners and Nurse Executives

B.S./M.S. Nursing/Adult Nurse Practitioner

B.S. / M.S. Adult Nurse Practitioner Program
48 credits above 100 (Advanced Courses) Required.

Core Curriculum Requirements for Nursing B.S. Degree
English Composition Core Requirement
Select one (1) of the following courses based on placement score:
- ENG 16 English Composition 3.00
- ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement
COS 50 Idea of the Human 3.00

Speech Core Requirement
SPE 3 Oral Communication 3.00

English Literature Core Requirement
Two (2) of the following four (4) courses are required:
- ENG 61 European Literature I 3.00
- ENG 62 European Literatures II 3.00
- ENG 63 American Literatures 3.00
- ENG 64 Non-Western Literatures 3.00

Philosophy Core Requirement
PHI 61 Philosophical Explorations I 3.00
PHI 62 Philosophical Explorations II 3.00

History Core Requirement
HIS 1 History of Civilizations to 1500 3.00

HIS 2 History of Civilizations Since 1500 3.00

Social Science Core Requirement
To fulfill this requirement choose one (1) of the following:
- ANT 4 Physical Anthropology 3.00
- ANT 5 Cultural Anthropology 3.00
- HSS 21 Civilization and Social Institutions 3.00
- HSS 22 Civilization and Social Institutions 3.00
- SOC 3 Introduction to Sociology 3.00

Science Core Requirement
BIO 3 Life: Its Origin, Maintenance and Future 4.00
BIO 4 Life: Its Origin, Maintenance and Future 4.00

Mathematics Core Requirement
MTH 16 Finite Mathematics 3.00

NURSING MAJOR REQUIREMENTS - 3.0

Major GPA required.
R.N. - B.S. Required Nursing Courses: The following R.N. - B.S. Nursing courses must be completed before taking graduate nursing courses:
- NUR 297 Introduction to Baccalaureate Nursing Education 3.00
- NUR 299 Health Promotion I: Health Assessment 3.00
- NUR 396 Leadership and Management I 3.00
- NUR 398 Nursing Research for Evidenced-Based Nursing Practice 3.00
- NUR 496 Health Promotion III: Health care needs of Diverse Populations 4.00

GRADUATE COURSES - Adult Nurse Practitioner
Graduate Courses Shared by both Nurse Executive and Nurse Practitioner Programs
- NUR 497 Health Promotion IV: Community-Based Nursing Practice 5.00

Specialty Course Requirements for M.S. Adult Nurse Practitioner
- NUR 611 Advanced Medical Physiology 3.00
- NUR 612 Pathophysiology for Advanced Practice Nursing 3.00
- NUR 614 Healthcare Issue Policies and Ethics 2.00
- NUR 630 The Advanced Practice Role 2.00
- NUR 634 Advanced Physical Assessment 3.00
- NUR 644 Pharmacology 4.00
- NUR 650 Diagnosis and Management of Illnesses and Physical Conditions of the Adult I 4.00
- NUR 654 Preceptored Practicum in Primary Care of the Adult I 4.00
- NUR 660 Diagnosis and Management of Illnesses and Physical Conditions of the Adult II 4.00
- NUR 664 Preceptored Practicum in Primary Care of the Adult II 4.00

B.S./M.S. in Nursing/Executive Program for Nursing and Health Care Management

School of Nursing Bachelor of Science Core Requirements
48 Credits Above 100 (Advanced Courses) Required

Core Curriculum Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.
The Skills Proficiency Courses are:

- DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

Core Curriculum Requirements for Nursing BS Degree

**English Composition Core Requirement**
Select One (1) of the following courses based on placement score:

- DSM 01 Developmental Skills Mathematics 01
- DSM 09 Developmental Skills Mathematics 09
- ENG 13 English Composition
- ENG 14 English Composition

**Core Seminar Requirement**

- ENG 16 English Composition
- ENG 16X English Composition for Nonnative Speakers

**Speech Core Requirement**

- SPE 3 Oral Communication

**English Literature Core Requirement**
Two (2) of the following Four (4) courses are required:

- ENG 61 European Literatures I
- ENG 62 European Literatures II
- ENG 63 American Literatures
- ENG 64 Non-Western Literatures

**Philosophy Core Requirement**

- PHI 61 Philosophical Explorations I
- PHI 62 Philosophical Explorations II

**History Core Requirement**

- HIS 1 History of Civilizations to 1500
- HIS 2 History of Civilizations Since 1500

**Social Science Core Requirement**

To fulfill this requirement choose One (1) of the following:

- HPS 21 is available only for approved Honor students.
- HPS 21 Honors Psychology
- PSY 3 Introduction to Psychology

**Science Core Requirement**

To fulfill this requirement choose One (1) of the following:

- BIO 3 Life: Its Origin, Maintenance and Future
- BIO 4 Life: Its Origin, Maintenance and Future

**Science Core Requirement**

Nursing students who have completed both BIO 131 and 132 need not complete BIO 3 and 4 per Department and Dean. Science requirement has been satisfied.

- BIO 131 Human Anatomy
- BIO 132 Human Physiology

**Mathematics Core Requirement**

- MTH 16 Finite Mathematics

**Nursing Major Requirements**

3.0 Major GPA required.

**RN-BS Required Nursing Courses**
The following RN-BS nursing courses must be completed before taking graduate nursing courses:

- NUR 297 Baccalaureate Nursing Education
- NUR 299 Health Promotion I: Health Assessment
- NUR 396 Leadership and Management I Nursing Research for
- NUR 398 Evidenced based Nursing Practice
- NUR 496 Health care needs of Diverse Populations Health Promotion IV:
- NUR 497 Community Based Nursing Practice

**Graduate Courses Shared by Both Adult Nurse Practitioner and Nurse Executive Programs**

- NUR 610 Nursing Research
- NUR 620 The Theoretical Basis of Advanced Practice Nursing
- NUR 670 Health Care Policy, Issues, and Ethics

**Specialty Course Requirements**

- NURG 512 Principles of Management and Leadership
- GBA 517 Management Information Systems
- MPA 613 Foundations of Health Systems Finance
- NUR 688 Organizational Performance
- MPA 613 The Nurse Executive and the Changing Health Care System
- NUR 675 Nursing Finance

**Brooklyn Campus**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 4</td>
<td>Life: Its Origin, Maintenance and Future</td>
<td>4.00</td>
</tr>
<tr>
<td>NUR 297</td>
<td>Baccalaureate Nursing Education</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 299</td>
<td>Health Promotion I: Health Assessment</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 396</td>
<td>Leadership and Management I Nursing Research for</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 398</td>
<td>Evidenced based Nursing Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 496</td>
<td>Health care needs of Diverse Populations Health Promotion IV:</td>
<td>4.00</td>
</tr>
<tr>
<td>NUR 497</td>
<td>Community Based Nursing Practice</td>
<td>5.00</td>
</tr>
<tr>
<td>NUR 610</td>
<td>Nursing Research</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 620</td>
<td>The Theoretical Basis of Advanced Practice Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 670</td>
<td>Health Care Policy, Issues, and Ethics</td>
<td>2.00</td>
</tr>
<tr>
<td>NURG 512</td>
<td>Principles of Management and Leadership</td>
<td>3.00</td>
</tr>
<tr>
<td>GBA 517</td>
<td>Management Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 613</td>
<td>Foundations of Health Systems Finance</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 688</td>
<td>Organizational Performance</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 674</td>
<td>The Nurse Executive and the Changing Health Care System</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 675</td>
<td>Nursing Finance</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Brooklyn Campus of Long Island University Undergraduate Bulletin 2011 - 2012
Nursing Courses

NUR 177 Diabetes in the Community
An exploration of current information about diabetes, with a focus on knowledge about the types of diabetes, known risk factors and current treatment modalities. The impact of diabetes on persons with the disease and their families, with an emphasis on the impact of culture on treatment, is discussed. Open to all students.
Credits: 3
On Occasion

NUR 178 Nutritional Perspectives for Good Health
An opportunity for students to gain understanding about the nutritional needs of individuals. Fundamentals of carbohydrates, proteins, fats, vitamins and minerals are studied, as well as nutritional concepts and concerns relating to the life cycle. Other topics include vegetarianism and food faddism. Students are encouraged to examine their own points of view and lifestyles as they relate to nutritional factors. Open to all students.
Credits: 2
On Occasion

NUR 182 AIDS: A Multidimensional Epidemic
A course designed to explore AIDS as an example of society's reaction to crises in terms of medical, legal, ethical/moral, political and social implications. Following an introduction to the AIDS syndrome, its causes, manifestations, contagious factors and medical treatment, attention is focused on attitudes and values of society toward AIDS and the at-risk populations. Examined are concepts such as quality of health care, research funding, stigma, homophobia, alienation and isolation. Open to all students.
Credits: 3
On Occasion

NUR 184 Health Needs of Diverse Populations
A critical study of the health needs of minority groups in an urban setting. Students identify forces in society that affect peoples from Asia, Africa, the Caribbean and the Americas and study current health issues. The effects of overcrowding, poverty, disease, crime, drugs, inadequate housing and ineffective healthcare systems are examined. The formulation of a plan for improvement is generated through lecture, discussion and group projects.
Open to all students.
Credits: 3
On Occasion

NUR 186 Addictions Theories Topics and Treatments
An introduction to the theoretical roots of addiction addressing the biological, psychological, sociological and spiritual components. An historical perspective is provided for the examination of currently utilized treatment modalities, such as 12-step programs, therapeutic communities, traditional rehab (medical model) and methadone maintenance. The role of the family is explored in both disease and treatment. Open to all students.
Credits: 3
On Occasion

NUR 188 Holistic Health: A Journey Toward Wholeness and Wellness
An introduction to the core concepts of holistic health, which represents a state of harmony of body, mind, emotions and spirit in an ever-changing environment. Emphasis on self-care and self-responsibility is developed to guide the student. Open to all students.
Credits: 3
On Occasion

NUR 190 Clinical Nursing I: Nursing Foundations
This course introduces the student to the foundations of nursing practice at the baccalaureate level. Through the didactic portion of the course, students are introduced to curriculum threads which include: a focus on the individual as a biopsychosocial, cultural and spiritual being, Maslow's hierarchy of needs, nursing process, theoretical bases for nursing practice, primary, secondary, and tertiary prevention, life span development, nutrition, human sexuality, genomics, nursing informatics, Complementary and Alternative Modalities (CAM), group process, Healthy People 2010, and all hazards preparedness. The theoretical and evidence based underpinnings of selected basic nursing skills are taught. Laboratory and observational experiences provide students with opportunities to practice basic nursing skills in order to prepare them for performance in the clinical setting.
The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3, SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.
Credits: 4
Every Fall and Spring

NUR 192 Clinical Nursing II: Nursing Care of the Older Adult
This course introduces students to the nursing care of the well elderly to enhance understanding of the aging process. Students are also introduced to older adults with common deviations in health. Using evidenced based nursing practice, the nursing process and Maslow's hierarchy of human needs, students apply knowledge learned in lecture to clinical situations. The SON curriculum threads, concepts of critical thinking, pharmacotherapy, and legal issues are applied to the healthy older adult and those who are experiencing illness, abuse or neglect. Clinical experiences which provide students with opportunities to practice are included.
The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3, SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.
Credits: 5
Every Fall and Spring

NUR 197 Pathophysiology in Nursing
This course introduces students to the concepts of pathophysiology and altered health states in order to relate normal body functioning to the physical and physiologic changes occurring in disease processes. The course provides a foundation for future study in examining responses to illness in subsequent terms.
The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3, SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.
Credits: 3
Every Fall and Spring

NUR 198 Pharmacology in Nursing
This course introduces students to the essential principles and concepts of drug therapy. The impact of age, gender, ethnicity, alternative modalities, nutrition and food on drug therapy are discussed. Client teaching as a critical role in drug therapy is emphasized through the use of case plans. A global approach to the nurse's role in medication administration is viewed, from administration in a hospital or clinic setting, to clients in the home, to that of disaster management and bioterrorism.
The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3, SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.
Credits: 3
Every Fall and Spring

NUR 199 Principles of Medication Administration
This course focuses on medication administration to provide the student with essential knowledge and skills which will enable them to develop competencies in the delivery of medications for individuals of all ages. Content includes: interpretation of medication orders, the calculation of safe medication dosages and the preparation and administration of medications in simulated settings.
The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3, SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.
Credits: 1
Every Fall and Spring

NUR 248 Nursing Journeys
The course is in the first semester Junior year provides nursing majors in the professional phase with the nuts and bolts skills, behaviors and
knowledge necessary for clinical nursing thinking and process. It prepares students for the application of concurrent and future nursing courses in the undergraduate nursing curriculum. Weekly content for “Nursing Journeys” includes sessions on learning styles and test taking skills applicable to medication calculation, pharmacological concepts and problem solving and critical thinking in nursing. This course may be taken multiple times.

Credits: 4
On Occasion

NUR 249 Nursing Journeys II
The course is in the second semester Junior year provides nursing majors in the professional phase with further skills, behaviors and knowledge necessary for clinical nursing thinking and process. It prepares students for the application of content and processes learned in current clinical nursing courses. Weekly content for “Nursing Journeys II” includes sessions on test taking strategies, the application of medication administration theory, pharmacological concepts and problem solving and critical thinking in nursing. This course will follow a seminar format. This course may be taken multiple times.

Credits: 3
On Occasion

NUR 290 Clinical Nursing III: Gender Specific Nursing
This course focuses on male and female sexual and reproductive health including nursing care of the pregnant woman and newborn. The SON curriculum threads, a variety of women’s reproductive health issues from menarche to menopause and commonly occurring male reproductive health issues will be examined. Clinical experiences which provide students with opportunities to practice are included. The prerequisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 4.50
Every Fall and Spring

NUR 293 Research in Nursing
This course introduces nursing students to the processes of scientific inquiry and research. The purpose of the course is to develop knowledgeable consumers of nursing research, i.e., practitioners who can (1) critically appraise (a) the scientific merit of nursing research studies and (b) the evidence base for clinical interventions/protocols, and (2) incorporate relevant findings into their practice. Emphasis is placed on developing the ability to analyze, synthesize, and evaluate nursing research within a culturally-diverse and collegial atmosphere using experiential teaching/learning methods. The prerequisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 3
Every Fall and Spring

NUR 295 Health Assessment in Nursing
This course focuses on performing a health assessment of adults and older adults. This includes gathering data for a general survey and comprehensive health history and developing basic skills required to differentiate between healthy and unhealthy findings with consideration given to cultural and spiritual influences. Emphasis is placed on integumentary, gastrointestinal, sensory, neurological, cardiovascular, respiratory and musculoskeletal systems. Lab requires students to practice skills and demonstrate the ability to complete a full health assessment. The prerequisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 3
Every Fall and Spring

NUR 297 Introduction to Baccalaureate Nursing Education
This course is designed to help the registered nurse student transition to baccalaureate nursing education. Theories of role transition, change and selected nursing theories are discussed. Also, students are introduced to professional development through the integration of various communication skills, and professional portfolio development. The presentation of these concepts builds on the application of students’ previous nursing knowledge in order to broaden their professional development in light of a changing health care environment.

Credits: 3
Every Fall and Spring

NUR 298 Introduction to Nursing Informatics
The course provides an overview of the use of information and computer technology in the delivery of health care/nursing. Theoretical foundations for information management within health care settings are discussed. Students will have the opportunity to learn how nurses can assess, develop and use nursing information systems to work more efficiently, to allocate resources more effectively, and improve patient care. Ethical and social issues in health care informatics are discussed.

Credits: 4.50
Every Fall and Spring

NUR 299 Health Promotion I: Health Assessment Across the Life Span
This course is designed to enhance the practice of the RN student with the theory and skills necessary to conduct comprehensive health assessments on clients across all ages. Emphasis is placed on the assessment skills; interpretation of data collected; identification of health risks, and on health teaching. Students have the opportunity to learn and practice skills in the college laboratory component of the course along with independent guided learning activities.

Credits: 3
Every Semester

NUR 303 Independent Study
Open only with permission of the Dean. Open to Nursing students to pursue in depth a specific area of study in Nursing with guidance from a faculty member. Permission of the instructor and the Dean required. This course may be taken multiple times.

Credits: 3
On Occasion

NUR 304H Academic Enrichment
This course is required for students who achieved a score less than required on custom standardized exams. This course is also open to any nursing major in the professional phase, who wish to enhance skills and techniques for academic success. A variety of strategies are used to improve skills in test taking, reading comprehension and critical thinking. This course may be taken multiple times.

Credits: 3
Every Semester

NUR 304M Medication Proficiency
This is a non-credit tutorial in the best practices of medication administration for nursing majors in the professional phase who have demonstrated mastery of some, but not all, of the required skills needed for safe medication administration. Content of the course is a review of basic mathematics and materials from previous introductory nursing courses. The emphasis within the content areas will be determined by a series of pretests. This course may be taken multiple times.

Credits: 0
Every Fall and Spring

NUR 313 Independent Study and Practice
An opportunity for students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member, and clinical practical hours are determined by faculty. Open to students only with the permission of the instructor and Chair. The co-requisite of NUR 313L is required
NUR 314 Independent Study and Practice
For students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member. Clinical practical hours to be determined by faculty. Open to students only with the permission of the instructor and Chair.
The co-requisite of NUR 314L is required.
Credits: 3
On Occasion

NUR 314L Independent Study and Practice LAB
For students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member. Clinical practical hours to be determined by faculty. Open to students only with the permission of the instructor and Chair.

NUR 390 Clinical Nursing V: Nursing Care of the Ill Adult I
This clinical course focuses on promotion, maintenance, and restoration of adult health in persons with acute or potential health problems related to cardiovascular, gastrointestinal, integumentary, neurological and musculoskeletal systems. Emphasis is placed on the acute stages of illness in adults and its impact on the family. Using the Nursing Process students are provided the opportunity to plan, implement and evaluate nursing care given to adults in a variety of inpatient and community settings. The SON curriculum threads, the use of technology in providing and documenting nursing care in each setting are discussed. Clinical experiences which provide students with opportunities to practice are included.
The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.
Credits: 6
Every Fall and Spring

NUR 392 Clinical Nursing VI: Nursing Care of Children and Their Families
This course focuses on the nursing management of children and their families. Emphasis is on the growth and developmental tasks of children from infancy to adolescence, issues of health, illness, abuse and neglect, developmental disabilities and autistic spectrum disorders. Aspects of care for the childbearing, childrearing and child-launching family are presented. Clinical offers students the opportunity to learn about the management of children and their families in a variety of traditional and nontraditional settings.
The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.
Credits: 4
Every Fall and Spring

NUR 393 End of Life Nursing Care
This course synthesizes previously learned knowledge and practice as a foundation for introducing students to end of life nursing care. The SON curriculum threads as they related to end of life nursing care are discussed. Emphasis is on quality of life at the end of life, symptom management, communication with dying clients and family members, the dying process, legal and ethical issues and bereavement.
The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.
Credits: 3
Every Fall and Spring

NUR 395 Leadership, Management and Contemporary Issues in Nursing
This course focuses on the current and historical, socioeconomic and political forces that impact nursing practice. Students explore and discuss emerging roles of the nurse in a complex and unpredictable health care delivery system. The content focuses on organizations, leadership, case management, decision-making, change, measurement of nursing outcomes, communication and healthcare systems. Through a mentorship with a nursing leader, students apply leadership and management theory and participate as members of the healthcare team. This is a writing-intensive course which fulfills LIU Brooklyn's writing-intensive requirement.
The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.
Credits: 4
Every Fall and Spring

NUR 396 Leadership and Management I
This course introduces the registered nurse student to basic organizational and systems leadership and their relationships to quality care and patient safety. Students learn about theories, concepts, and principles of leading, managing, and delegating and the various legal issues that challenge nursing leaders and managers. Continuous quality improvement models and various leadership styles along with current literature findings are explored. The importance of effective communication and collaboration strategies in maintaining nursing’s role on the health care team are emphasized.
Credits: 6
Every Fall and Spring

NUR 397 Health Promotion II: Nursing Management of Complex Health
This course focuses on disease and injury prevention to multi-ethnic populations across the lifespan, along with issues from beginning to end of life care. Public health principles, health behavior change theory, fundamentals of epidemiology and biostatistics and the relationship of genetics and genomics to health screening, prevention, and patient teaching are discussed. The importance of cultural competence in nursing and health care is examined along with complementary and alternative modalities. Comprehensive literature review and evidenced based nursing outcomes are discussed.
Credits: 3
Every Semester

NUR 398 Nursing Research for Evidence-Based Nursing Practice
This course introduces the registered nurse student to the research process in order transfer current nursing evidence into practice and improved patient outcomes. The identification and exploration of the relationship of the research process and the development of nursing knowledge are considered. The RN student discusses the research process and how nursing knowledge is developed, researched, evaluated and applied into practice. The RN student also discusses ethical and legal protocols that guide nursing research in order to protect the rights of clients.
Credits: 3
Every Semester

NUR 490 Clinical Nursing VII: Nursing Care of the Ill Adult II
This course focuses on the synthesis and knowledge required to care for clients with complex multi-system health issues. Using the SON curriculum threads, students provide care to a caseload of clients with complex health issues. The clinical component of this course assists students to develop independence under the direct guidance of selected agency preceptors. Students further cultivate the development of the professional role by synthesizing the concepts of time management, prioritizing, interdisciplinary communication, and delegation skills.
The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.
Credits: 6
Every Fall and Spring

NUR 492 Clinical Nursing VIII: Community Centered Nursing
This course expands concepts of nursing practice and the SON curriculum threads outside traditional healthcare settings introduced in Semester One and integrated across the curriculum. It culminates with a "real world" community-centered project. The primary foci are risk assessment, reduction and communication: care of aggregates; health promotion, protection, prevention and education. Students learn to provide care that demonstrates an understanding of an individual, family and/or community explanatory model for health and illness and the sociopolitical and economic forces that govern health care choices and services. Clinical experiences which provide students with opportunities to practice are included.
The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.
Credits: 6
Every Fall and Spring
NUR 494 Transition to Professional Nursing Practice
This course synthesizes the core content of the curriculum and is the final preparatory course for entry into nursing practice. Professional behaviors necessary for transition from student to professional are examined. Students are prepared for state licensure examination.
The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.
Credits: 3
Every Fall and Spring

NUR 495 Leadership and Management II: Budgeting, Finance and Health Care Policy
This course builds on knowledge and skill learned in Leadership and Management I and provides basic knowledge and skills about health care policy, finance and effects on the delivery of nursing care. The registered nurse student will learn how patient care services are organized and financed, and the structure of reimbursement. Regulatory agencies and guidelines that define boundaries of nursing practice are discussed along with how health care policies are developed and changed.
Credits: 4
Every Semester

NUR 496 Health Promotion III: Health Care Needs of Diverse Populations
This course builds on concepts and principles learned in Health Promotion I and II to focus on promotion health for at-risk populations both locally and globally. Healthy People provides the framework for discussions and the New York City Department of Health and Mental Hygiene Vital Statistics provide the backdrop for planning health promotion strategies. The registered nurse students discuss barriers to health care such as health illiteracy, health disparities, and cultural and economic issues. Students have the opportunity to develop and/or implement plans for promotion of health and disease/injury prevention for selected groups of clients.
Credits: 4
Every Semester

NUR 497 Health Promotion IV: Community Based Nursing Practice
This senior capstone course, introduces the registered nurse students to the concepts and theories related to community and public health nursing. The concept of population-focused nursing and the population as client or unit of care are emphasized. Health promotion and disease prevention is reinforced. Students build on knowledge and skills learned throughout the program to plan population-focused interventions and collaborate with other health care professionals to improve population health. Emergency preparedness needs for communities are assessed and plans developed.
Credits: 5
Every Semester
The Arnold & Marie Schwartz College of Pharmacy and Health Sciences offers an entry-level six-year Doctor of Pharmacy (Pharm.D.) degree. The College also offers graduate curricula leading to a Master of Science degree in several areas of specialization and the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree. Detailed information on the Pharmacy programs is provided in the Arnold & Marie Schwartz College of Pharmacy and Health Sciences Bulletin.

For information, please contact the Dean’s Office at 718-488-1004, fax 718-488-0628, email us at pharmacy@brooklyn.liu.edu, or visit the website at www.liu.edu/pharmacy.

For additional information:

Phone: 718-488-1234
Email: pharmce@brooklyn.liu.edu
(Inquiries regarding the Doctor of Pharmacy professional program)

Phone: 718-488-1263
Email: pharmacy.alumni@brooklyn.liu.edu
(Inquiries regarding graduate programs)

Phone: 718-488-1248
Email: (Inquiries regarding continuing professional education)

Phone: 718-488-1016
Email: (Inquiries regarding alumni relations)

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Pharmacy

The College offers a six-year curriculum leading to the degree of Doctor of Pharmacy. Students may enter the professional program in Pharmacy in the Fall only.

The pre-professional phase of the program, offered through Richard L. Conolly College, consists of a minimum of four semesters of course work in the humanities and basic sciences. The professional segment of the program consists of six semesters of didactic coursework, extramural introductory pharmacy practice experiences in the third and fourth years and in the summer between the third and fifth year, and an extramural sixth year of 37-1/2 weeks of advanced pharmacy practice experiences that students complete in hospital, 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.

Long Island University’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 Arnold & Marie Schwartz College of Pharmacy and Health Sciences Bulletin. Students seeking information about admissions requirements should contact the Admissions Office; (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 214 academic credits. Matriculants must maintain a cumulative and a professional phase grade-point average of at least 2.33 to remain in good academic standing. The pre-professional pharmacy curriculum consists of the following areas:

Preprofessional Studies

(Four Semesters)

First Semester
Chemistry 3 4 (General Chemistry I)
Biology 3 4 (General Biology I)
English 16* 3 (English Composition)
Mathematics 30** 4 (Precalculus)
Orientation Seminar 1 1
16

Second Semester
Chemistry 4 4 (General Chemistry II)
Biology 4 4 (General Biology II)
Core Seminar 50 3
Mathematics 40 4
Speech 3 3
18

Third Semester
Chemistry 121 4 (Organic Chemistry I)
English 61-64 *** 4 (English Literature)
History 1 or Philosophy 61 **** 3
Psychology 3 3 (General Psychology)
Pharmacy Orientation Seminar 1 1
18

Fourth Semester
Chemistry 122 4 (Organic Chemistry II)
Biology 131 4 (Human Anatomy)
Economics 1 or 2 3 (Micro- or Macro-economics)
English 61-64*** 3 (English Literature)
History 2 or Philosophy 62 **** 3
17

* Students are admitted into English 16 by placement examination or exemption from English 13, 14.

** Mathematics placement examinations are required to determine prerequisites, if any.

*** All Pharmacy students must successfully complete two courses from the English 61, 62, 63, 64 sequence.

**** All Pharmacy students must successfully complete both Philosophy 61 and 62 or History 1 and 2. Students may not select one course from the Philosophy sequence and one course from the History Sequence. The College of Pharmacy strongly encourages Pharmacy students to complete the Philosophy 61 and 62 sequence.

Professional Studies

Doctor of Pharmacy degree program:
Core Courses 91
Professional Electives 9
Introductory Pharmacy 7.5
Practice Experiences 145
Advanced Pharmacy Practice Experiences 37.5

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GLOBAL COLLEGE

Global College of Long Island University, administered and headquartered at Long Island University’s Brooklyn Campus, is a unique global education program combining experiential and service learning along with traditional classroom studies. The program is designed for students who desire an international experience while earning a Bachelor of Arts degree. Students may enter Global College as freshmen; they may transfer to Global College from other colleges and universities; or they may enroll as study abroad students, as many have done from schools all over the country. Long Island University students also may study at any of the international locations. The Global College Admissions Office can be reached at 718-780-4312.

For information, please contact the Dean’s Office at 718-780-4312, fax 718-780-4325, email us at globalcollege@liu.edu, or visit the website at liu.edu/Global.

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Global College maintains learning centers around the globe where students take an active role in designing their own plan of study in close consultation with faculty advisers. The College’s overseas learning centers are located in: Hangzhou, China; Heredia, Costa Rica; and Bangalore, India. It also offers programs in Australia, Taiwan, and Turkey.

The College’s Comparative Religion and Culture Program takes students to Turkey, India and Thailand. Serving as Global College’s “traveling program,” it enables students to engage in intensive study of the teachings, texts and practices of the world’s major religions, in particular Islam and Buddhism. Cultural issues, national identity and world citizenship are explored in detail.

Global College offers all students, including students from all Long Island University campuses, the option of semester or yearlong intercultural opportunities, where they can participate in language studies, comparative religion and culture, peace and reconciliation, global health and healing traditions, environmental issues, and area studies — all of which are complemented by independent, field-based projects, internships and service learning.

Students who wish to enter Global College as freshmen begin in Costa Rica. This initial orientation and core academic program includes home stays with local families. After completion of the freshman year, students go on for their second year at our center in India, and a third year in China or Australia. Second- and third-year students may participate in the traveling Comparative Religion and Culture Program. All seniors complete an Independent study semester in the fall and the Capstone Semester in the spring at Long Island University’s Brooklyn Campus.

Transfer and study abroad students enter the program directly into a course of study at an overseas center. The center where they begin their studies is determined by the number of credits they have when they are admitted to Global College.

Essential to the learning model of Global College is the introduction to the understanding of global and multicultural issues, with an emphasis on:

- a solid academic foundation that provides students with the tools they need to carry out learning projects throughout the world.
- individualized advising from faculty members who guide students as they pursue independent study and research.
- experiential learning in a supportive environment.
- cross-cultural understanding in a globalizing world.

Global College offers students a unique opportunity to develop a comprehensive overview of the history, culture, society and languages of the world, from ancient to modern times, as well as the opportunity to study a specific area of interest in depth.

### STUDY ABROAD FOR NON-GLOBAL COLLEGE STUDENTS

#### Semester or Academic Year Study Abroad

Although Global College is primarily a four-year global studies program, students from other U.S. universities are encouraged to study, investigate, explore and learn at any of the Global College centers for a semester or academic year.

Each year, about 20 percent of students at Global College come from other colleges and universities and earn Global College/Long Island University credit by studying abroad. Global College offers students from other colleges and universities 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. Unlike matriculated GC students, students from other institutions may study at any center, in any semester, regardless of what year they are in school. Additionally, non-Global College students are only required to take the language and area studies courses offered at each center, and the balance of their coursework is comprised of elective courses, internships and independent study.

#### COSTA RICA CENTER

The freshman year at the Costa Rica Center provides students with an introduction to experiential education, Latin American studies, and global issues. In addition to attending regularly scheduled seminars and Spanish language classes, students learn how to plan, evaluate, and document their field work with the support and guidance of faculty members based at the Costa Rica Center in Heredia. Students have the opportunity to interact with the local population through homestays, service learning, field trips, internships and field research.

#### INDIA CENTER

At the India Center, students explore issues involving global development and its impact on one of the most populous countries in the world. India is facing challenges due to rapid modernization, which has transformed its very traditional culture — overnight, the country has become an industrial and economic leader of the 21st century. While living in Bangalore and traveling to neighboring towns and villages, students have the opportunity to see how citizens are facing issues ranging from the ramifications of urban growth to the disparities of economic status.

#### CHINA CENTER

China has taken a centerstage role in global politics and must strive to recognize its ethnic and religious minorities, to alleviate potentially catastrophic strain on the environment and to develop infrastructures that support and manage access to information as well as other essential resources. At the China Center, students have the opportunity to see how China copes with rapid development and deals with the sharp economic and cultural contrasts between old traditions and new, modern societies.

### COMPARATIVE RELIGION & CULTURE

Students whose interests lie in the areas of religion and culture, you alternatively can choose to study in the Comparative Religion and Culture (CRC) Program. This one-of-a-kind experience combines theoretical investigation with extensive exposure to religious and cultural life in India, Taiwan, Thailand and Turkey. Students are immersed in the teachings, practices and institutional forms of major world religions and will explore cross-cultural issues such as identity, human rights, peace and reconciliation, and of course, global citizenship.

#### AUSTRALIA

The Australia Program gives students the unique opportunity to study environmental issues in a natural laboratory on the other side of the world, where cultural norms and approaches to change are quite different from our own. Students explore the relationships among indigenous peoples, the environment, natural history, and ecological diversity within the rich social and cultural contexts of Australia. While based in Byron Bay, organized field trips will take you to national parks, rainforests, wildlife reserves and the coastlines of New South Wales and Queensland.

#### NEW YORK CITY CENTER

At the New York City Center, students benefit from the myriad world-class learning resources that New York City has to offer and the comparative and interdisciplinary expertise of Global College and Long Island University faculty members based at the University’s Brooklyn Campus. They continue to develop self-awareness as well as a deep appreciation for the culture and customs of others while living, interning and studying in New York, one of the world’s most diverse cities. Students participate in on-and off-campus career preparation workshops and events, discerning how best to draw upon their talents and interests to become a leader in their chosen field — one who truly can contribute to the world in a positive and constructive way.
The School of Continuing Studies at Long Island University’s Brooklyn Campus provides opportunities for adult, non-traditional and professional students to advance their careers and develop in mind, body and spirit. We strive to partner with adult learners who seek access to a superior educational experience.

In addition to its wide array of certificate programs in such career fields as surgical technology, cardiac sonography and paralegal studies the school offers coursework in ceramics, conducts language classes and workshops and operates Long Island University’s Children’s Academy.

If you have questions, please contact the dean’s office at 718-488-1511, email: scsinfo@brooklyn.liu.edu, or fax: 718-488-1059.

George Rosales
Executive Director
jorge.rosales@liu.edu
The required immunizations. After completing the required number of vascular examinations, graduates are encouraged to take the American Registry of Diagnostic Medical Sonography (ARDMS) examination to be a Registered Vascular Technologist (RVT).

Vascular Technology is a sub-specialty of Diagnostic Medical Sonography. It is primarily a non-invasive imaging modality with an indirect testing component. It is performed on the surface of the body, with no use of radiant ionizing energy. Therefore, it is safe with no risks to the patient and the sonographer when performed to diagnostic industry standards.

This clinical and technological data provides the physician with vital information toward the diagnosis and treatment of their patients.

The program at the School of Continuing Studies is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP), through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Cardiac Sonography Certificate Program
The Cardiac Sonography Certificate Program at Long Island University’s Brooklyn Campus is an intense, one-year, full-time program. It combines classroom didactics, ultrasound lab practicum, and clinical rotations at some of the best cardiovascular laboratories in New York City.

A Cardiac Sonographer (or Echo-cardiographer) employs clinical and technological skill-sets in a dynamic fashion to evaluate the way in which the heart is functioning. The main structures are observed and the condition of each is measured or graded, including the chambers and the chamber walls for dilation, thrombus development, wall thickening, wall motion, pressure gradients, and valvular function. The Sonographer utilizes two and three-dimensional, real-time ultrasonic imaging; color, pulsed-wave and continuous-wave Doppler; and electrocardiogram technologies to provide information that is essential to the cardiologist in making treatment decisions for potentially life-threatening heart diseases.

The Sonographer additionally aids the Cardiologist in the performance of more invasive procedures, such as transesophageal echo (TEE), and the evaluation of the heart using minimally invasive contrast agents.

Paralegal Studies Certificate Program
The Paralegal Studies Certificate Program at Long Island University’s Brooklyn Campus provides students with the practical knowledge of law, preparing graduates with the skill-set that will enable them to carry out high-quality legal work.

The program is a 328-hour, non-credit certificate approved by the American Bar Association (ABA). Legal employers recognize the ABA’s role in establishing professional guidelines for paralegal programs. Of more than 1,000 colleges, universities, and law schools that offer paralegal programs, approximately 260 paralegal programs are approved by the ABA.

Open Enrollment Programs
Building Construction Certificate Program
The Building Construction Certificate Program at the School of Continuing Studies at Long Island University’s Brooklyn Campus is designed to attract individuals seeking an understanding of the building construction industry, either as a perspective apartment dweller or homeowner looking to perform renovations or as an entry-level employee looking to begin a career in the industry.

The program is specially designed for those who need the building construction entry-level and small business start-up skills.

Children’s Academy
The Children’s Academy at Long Island University’s Brooklyn Campus was designed to create an immersive, educational experience for youngsters between the ages of 3-12. The Children’s Academy intends on creating year round offerings for children with a focus on Academics, Athletics and Creativity.

During the summer months, the Children’s Academy operates a Summer Camp, where youngsters from across Brooklyn participate in courses ranging from robotics, movie making, fashion design, comic book creation, language immersion, ballet and urban dance. Brooklyn Campus faculty is employed to lead class instruction and graduate and undergraduate students are employed to serve as camp counselors.

The Children's Academy, Summer Camp is fully licensed by the New York City Department of Health.

During the Fall and Spring semesters, the Children’s Academy offers Saturday classes specifically designed for children in the areas of swimming, robotics, fashion design and languages.

Information Technology
The SCS Information Technology program is designed for the individual who is seeking to learn a new skill, advance their career or enter into a new field within Information Technology.

With small classes, led by industry experts, our programs are designed to be in line with the needs of today’s emerging Information Technology market place.

Language and Creative Arts
Foreign Language
To learn a new language or improve your...
current skills, we offer classes for all levels. Whether you are in business, construction, legal or any of the health professions foreign language ability will make you competitive in New York City.

**Writing and Speech**

Communicating clearly and confidently is fundamental to both your personal and professional life. The classes offered in Writing & Speech will provide you with the skills and practice to improve your professional writing, academic writing and public speaking.

**ESL**

English as a Second Language at SCS is for those seeking a comprehensive and practical knowledge of the English Language. Classes will focus on Reading, Writing, Grammar, Listening, and Conversation.

**Ceramics**

Enjoy crafting unique pottery in a downtown Brooklyn oasis. Some classes will take place in our relaxed and welcoming ceramic studio and other classes on the west balcony overlooking the City.

**The Working Actor**

Students will learn the fundamentals of acting in theater, film and television from Malik Yoba, star of the new SyFy series “Alphas.” The course is a combination of workshop and lecture series with an emphasis on: scene study, improvisation, character breakdown, audition techniques, cold reads, acting for film, television, theater and public speaking.

**How to Apply**

Our applicants come from unique backgrounds and diverse experiences and SCS values these qualifications. We carefully weigh all of the pieces of your application to make a determination in your acceptance. Where an interview is required, it is often the determining factor in your acceptance for our more competitive programs.

**To apply to open enrollment programs**

Please fill out the application form and submit.

**To apply to certificate programs**

**Requirements for Surgical Technology**

The criteria for entry into the Surgical Technology Certificate Program meets the requirements of CAAHEP’s approved programs.

**Applicants must provide:**

- a completed application form
- proof of an educational level of GED, high school or greater
- have satisfactorily completed a college level course in biological science, general physics, algebra, and communication. Transcripts are required

Upon meeting the requirements above, applicants must participate in an in-person interview and receive a positive rating.

**Requirements for Paralegal Studies**

The criteria for entry into the Paralegal Studies Certificate Program meets the requirements for the American Bar Association.

**Applicants must provide:**

- a completed application form
- proof of an 60 college credits, transcripts are required

Upon meeting the requirements above, applicants must participate in an in-person interview and receive a positive rating.

**Request Materials**

To contact us or for more information, please choose:

Via Email: scsinfo@brooklyn.liu.edu

Via Telephone: 718-488-1364/1366

In person:

9 Hanover Place, 2nd Floor, Brooklyn, New York

**Contact Us**

**School of Continuing Studies**

Brooklyn Campus, Long Island University
1 University Plaza
Brooklyn, NY 11201-5372
Phone: 718-488-1364
E-mail: scsinfo@brooklyn.liu.edu

We are located at 9 Hanover Place - 2nd floor (between Fulton Mall & Livingston Street).

**Program Schedule**

<table>
<thead>
<tr>
<th>Program*</th>
<th>Frequency, per academic year*</th>
<th>Schedule*</th>
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</thead>
<tbody>
<tr>
<td>Paralegal Studies</td>
<td>Fall, Spring and Summer</td>
<td>Full time day and part time evening available</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Fall and Spring</td>
<td>Full time day and part time evening available</td>
</tr>
<tr>
<td>Accelerated Surgical Technology</td>
<td>Fall and Spring</td>
<td>Part time evening and weekends</td>
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<td>Central Service Technology</td>
<td>Fall and Spring</td>
<td>Part time</td>
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**English Language Institute**

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

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

Technology-enhanced, blended and online learning are an important part of fulfilling Long Island University’s mission of access and excellence in higher education. These courses and programs are delivered through the University’s Blackboard Learning Management System, which enables students to complete their online coursework at any time of day and at any place in the world there is an Internet connection. LIU’s blended learning programs feature classes that include both face-to-face and online components, reducing the amount of time students need to be physically on campus while still reaping the benefit of meeting in person with professors and other professionals.

The University currently offers the following degree programs in the blended or online learning format:

Brooklyn Campus
Advanced Certificate, Bilingual Extension*
Advanced Certificate, Educational Leadership
B.S. Nursing (RN to BS track)
M.S. Adult Nurse Practitioner
M.S. Computer Science
M.S. Family Nurse Practitioner
M.S. Human Resources Management
M.S. Nurse Educator

C.W. Post Campus
M.S. Accountancy
M.S. Library & Information Science/School Library Media
M.S. Nursing Education
M.S. Taxation

LIU-Hudson Graduate Center at Westchester
Advanced Certificate, Bilingual Extension*

LIU-Riverhead
M.S. and Advanced Certificate in Homeland Security Management*

Our programs are accredited by the Middle States Commission on Higher Education and are registered with the New York State Education Department. For additional program information, please consult the appropriate academic department pages of the campus bulletin.

*Denotes a fully online program.

APPROVED PROGRAMS - BROOKLYN CAMPUS

New York State Education Department Inventory of Registered Programs
Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

Richard L. Conolly College of Liberal Arts and Sciences

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## School of Education

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## School of Business, Public Administration and Information Sciences

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### School Psychologist
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### Educational Leadership

## School of Health Professions

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## Global College

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## School of Nursing

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## Arnold & Marie Schwartz College of Pharmacy and Health Sciences

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</tr>
<tr>
<td>Anna Ace</td>
<td>Associate Professor of Nursing</td>
<td>B.S., New York University; M.A., New York University; Ed.D., Columbia Teacher’s College</td>
</tr>
<tr>
<td>M. Radh Achuthan</td>
<td>Professor of Physics</td>
<td>B.E., M.S., University of Madras, India; M.S., University of Missouri; Ph.D., Union Graduate School</td>
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<tr>
<td>Sutapa Aditya</td>
<td>Assistant Professor of Marketing</td>
<td>B.B.A., University of Dhaka, Bangladesh; M.B.A., Simon Fraser University; Ph.D., York University, Canada</td>
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<tr>
<td>Yaw O. Afriyie</td>
<td>Associate Professor Emeritus of Public Administration</td>
<td>Diploma, Regional Planning, University of Tel Aviv; B.A., University of Ghana; M.Sc., University of Science and Technology (Ghana); L.L.B., B.L., University of Ghana; Ph.D., SUNY at Albany</td>
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<tr>
<td>Vaibhave Agaskar</td>
<td>Visiting Assistant Professor of Human Development and Leadership</td>
<td>B.A., M.A., University of Mumbai; Ph.D., Oakland University</td>
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<td>Nicholas Agrait</td>
<td>Assistant Professor of History</td>
<td>B.A., Yale University; M.A., Ph.D., Fordham University</td>
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<td>Syed Ali</td>
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<td>B.A., Binghamton, SUNY; M.A., Ph.D., University of Virginia</td>
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<td>James A. Allan</td>
<td>Department Chair; Associate Professor of Mathematics</td>
<td>B.Sc., University of Durham (United Kingdom); M.S., New York University; M.S., Ph.D., Polytechnic University of New York</td>
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<td>Carol Allen</td>
<td>Associate Professor of English</td>
<td>B.A., M.A., University of Virginia; Ph.D., Rutgers University</td>
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<td>Rhianon Allen</td>
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<td>B.A., University of British Columbia; M.A., Hunter College, CUNY; M.Phil., Ph.D., Graduate Center, CUNY</td>
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<td>Naoual Amrouche</td>
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<td>B.B.A., IHEC, Carthage, Tunisia; M.S., Ph.D., HEC, Montreal, Canada</td>
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<td>Marie Ankner</td>
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<td>B.S., M.S., Pace University</td>
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<td>Melissa Antinori</td>
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<td>Robert Aquino</td>
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<td>Filomena Arespacochaga</td>
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<td>B.S., University of Punjab (Pakistan); M.S., Ph.D., St. John’s University</td>
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<td>Susan Baglieri</td>
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<td>B.A., William Paterson University of New Jersey; M.A., Ed.D., Teachers College, Columbia University</td>
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<td>Gurprit S. Bains</td>
<td>Associate Professor of Teaching and Learning</td>
<td>B.A., M.A., Punjab University (India); Dip. TEFL, University of Wales, Institute of Science and Technology; Dip. Ed., Nottingham University; M.A., Ph.D., New York University</td>
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<td>B.A., Rutgers University; M.F.A., C.W. Post, Long Island University</td>
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<td>Robert Barry</td>
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<td>B.A., Pitzer College; M.F.A., University of Delaware</td>
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<td>Hallbert Barton</td>
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<td>B.S., Mumbai, India; Ph.D., University of Mississippi</td>
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<td>Ellen A. Becker</td>
<td>Academic Coordinator; Associate Professor of Respiratory Care</td>
<td>A.A.S., Madison Area Technical College; B.S., M.S., Ph.D., University of Wisconsin (Madison); Licensed Respiratory Therapist, New York; Registered Respiratory Therapist; Certified Asthma Educator; Neonatal Pediatric Specialist</td>
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<td>Azzedine Bensalem</td>
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Associate Director of Alumni Relations, Brooklyn Campus and Arnold & Marie Schwartz College of Pharmacy and Health Sciences

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Stanley J. Zelinski, III
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Associate Dean, School of Continuing Studies/ESL

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B.A., M.A.
Assistant Director
Brooklyn Campus

Faculty Media Resource Center
Devabrata Mondal '92, '01
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Director

Global Studies Program
Joann Halpern
B.A., M.A., Ph.D.
Director of Academic Affairs and Senior Studies

Kathleen Modrowski
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Director of Global Studies

Amy Greenstein
B.A., M.S.Ed.
Director of Admissions

Sara Purcell
B.A., M.S.Ed.
Director of Student and Alumni Affairs

HEOP (Higher Education Opportunity Program)
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B.S., M.S.
Co-Director

Diana Voelker '74, '86
B.A., M.S.
Co-Director

Information Technology
Kamel Lecheheb
B.S., M.S., Ph.D.
Deputy CIO, Dean

Integrated Student Financial Services
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Learning Center for Educators & Families
Charlotte Marchant
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Director

Learning Support Services
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Director

Mathematics Center
Dung Duong
B.S.
Assistant Director

Office of Student Development and Retention
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Dean

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Stefany Daley
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Director

Office of Student Development and Retention:
First Year Programs
Shaun McGuire
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Assistant Dean

Office of Student Development and Retention:
Plan for Academic Success
Joseph Reister
B.A., M.A.
Assistant Director

Office of Student Leadership and Development
Karlene Jackson Thompson
B.A., M.A., M.S.
Director

Office of Student Life and Institutional Advancement
Kim Williams Clark, Esq.
B.S., J.D.
Dean

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Assistant Provost

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Director

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Public Relations
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Fatima Kafele
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<td>David J. Steinberg</td>
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<th>Officers of the University</th>
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H-indicates honorary doctorate from Long Island University
## University Administration

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<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td><strong>University Administration</strong></td>
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<td>Kathleen A. Campo</td>
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