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# Long Island University Brooklyn Campus

2007-2009  
Undergraduate Bulletin

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

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*<http://www.liu.edu>*

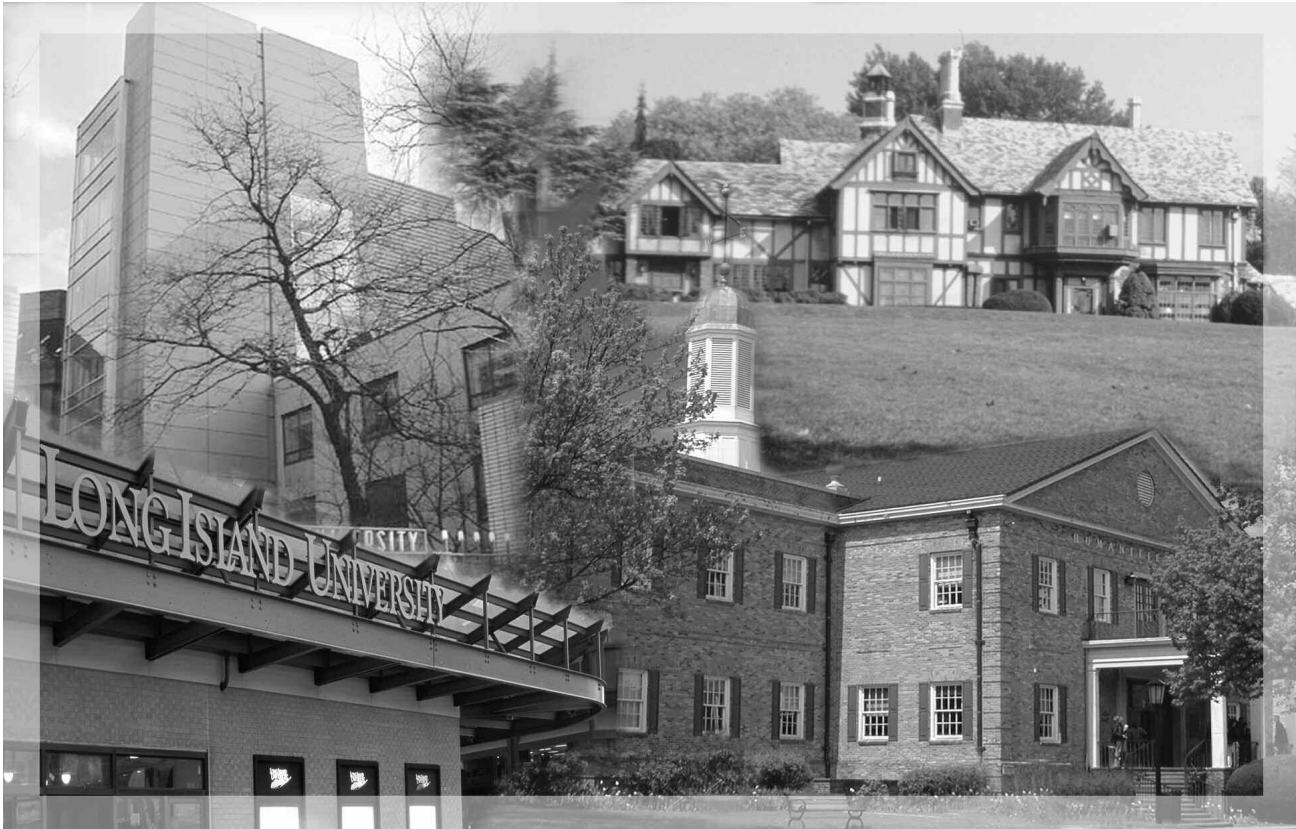
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The Brooklyn Campus Undergraduate Bulletin is issued biennially.  
A schedule of classes is published by the Office of the Registrar for the Fall, Spring and Summer sessions.

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



### LONG ISLAND UNIVERSITY

Entering its eighth 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 universities in the country, it offers more than 600 undergraduate, graduate and doctoral degree programs and certificates, and educates more than 18,600\* credit students in Brooklyn, Brookville (C.W. Post), Southampton, Riverhead, Brentwood, 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 Global College of Long Island University, (formerly the Friends World Program), offers a wide range of study abroad options at overseas centers in China, Costa Rica, Japan and South Africa.

Long Island University's more than 650 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 162,000 living alumni are a testament to the success of its mission - providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism, Tilles Center for the Performing Arts and Long Island University Public Radio Network (WLIU-FM and WCWP-FM) provide enrichment for its students and the communities it serves.

### The Brooklyn Campus is distinguished by...

dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, natural sciences, business, social policy, urban education, the health professions and pharmacy, and include the Ph.D. in Clinical Psychology, the Ph.D. in Pharmaceutics, the D.P.T. in Physical Therapy and the Pharm.D. in Pharmacy. A vibrant urban oasis in downtown Brooklyn, this diverse and thriving campus offers academic excellence, personalized attention, small class size and flexible course schedules. In 2005, the Campus opened a new performing arts complex, which includes the 320-seat Kumble Theater, and in 2006, a \$45 million Wellness, Recreation and Athletic Center, both of which serve the Campus and the community.

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

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

# BROOKLYN CAMPUS

## UNDERGRADUATE BULLETIN 2007-2009

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# CAMPUSES OF LONG ISLAND UNIVERSITY

## The Residential Campuses

### Brooklyn Campus

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

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

The Brooklyn Campus offers 196 undergraduate, graduate and certificate programs. Serving 8,404\* credit students, its academic units include the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the School of Nursing; the School of Health Professions; and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. It is known for its nationally recognized Honors Program.

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

### C.W. Post Campus

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

The Campus was established on the former estate of cereal heiress Marjorie Merriweather Post in 1954 to accommodate the growing educational needs of Nassau County following World War II. Named for breakfast cereal creator Charles William Post, C.W. Post offers its 8,494\* full-time and part-time credit students a comprehensive range of 226 undergraduate and graduate degree programs and certificates.

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

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

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

## The Regional Campuses

### Brentwood Campus

The Brentwood Campus of Long Island University has been offering undergraduate and graduate programs to residents of Suffolk County, Long Island since 1959. The Campus, which serves a total enrollment of 903 graduate and undergraduate credit students, is located on Second Avenue in Brentwood, on 172 acres of tree-lined property owned by the Sisters of St. Joseph.

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

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

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

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

### Rockland Graduate Campus

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

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

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

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

The Rockland Graduate Campus offers master's degrees and programs in business administration (M.B.A.), with concentrations in finance and management; health administration (M.P.A.); education; adolescence education (M.S.Ed.) school counselor (M.S.), special education (M.S.Ed.), literacy (M.S.Ed.), childhood education (M.S.Ed.), school building leader (M.S. Ed.), mental health counseling (M.S.); and pharmaceuticals (M.S.).

### Southampton Graduate and Riverhead Campuses

Long Island University provides quality higher education to residents of Long Island's East End at two exceptional locations. Long Island University's Riverhead site, conveniently based on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 of the Long Island Expressway, offers master's level courses in childhood education, literacy education and teaching students with disabilities. The Riverhead extension site also is home to the University's Homeland Security Management Institute, which offers one of the nation's first Master of Science degrees in Homeland Security Management as well as an advanced certificate in the discipline.

The Southampton Graduate Campus, located in the heart of the world-famous Hamptons, is home to the School of Continuing Education, which provides credit and non-credit courses for career advancement and personal enrichment. In addition, Long Island University Public Radio Network WLIU 88.3, broadcasts original local news coverage, jazz and entertainment programming to East End residents as well as those living in Southern Westchester and Connecticut from this location. Programs at the Riverhead site and at Southampton Graduate Campus are accredited by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools.

### Westchester Graduate Campus

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

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

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

## GENERAL INFORMATION

### The Brooklyn Campus

#### Statement of Mission

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

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

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

#### Undergraduate and Graduate Offerings

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

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

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

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



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

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

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

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



# DIRECTORY

|                                                                          | Phone<br>(Area Code 718) | Office Hours                                                                                                                                                                                   |
|--------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Admissions                                                               | 488-1011                 | (Summer hours-M-F)<br>8 a.m.-5 p.m.<br>(M-Th)<br>8 a.m.-5:30 p.m.<br>(F)<br>9 a.m.-5 p.m.                                                                                                      |
| Bursar                                                                   | 488-1038                 | <div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 5px;">}</div> <div> (M, Th, F)<br/> 9 a.m.-2 p.m.<br/> (Tu, W)<br/> 1 p.m.-6:30 p.m. </div> </div> |
| Financial Services                                                       | 488-1037                 |                                                                                                                                                                                                |
| Registrar                                                                | 488-1013                 |                                                                                                                                                                                                |
| Career Development Office                                                | 488-1039                 | (M, Th, F)<br>9 a.m.-5 p.m.<br>(Tu, W)<br>9 a.m.-6:30 p.m.                                                                                                                                     |
| Dean, Richard L. Conolly College                                         | 488-1003                 | (M, Th, F)<br>9 a.m.-5 p.m.<br>(Tu, W)<br>9 a.m.-6:30 p.m.                                                                                                                                     |
| Dean, School of Business, Public Administration and Information Sciences | 488-1130                 | (M-Th)<br>9 a.m.-7 p.m.<br>(F)<br>9 a.m.-5 p.m.                                                                                                                                                |
| Dean, School of Education                                                | 488-1055                 | (M, Th, F)<br>9 a.m.-5:30 p.m.<br>(Tu, W)<br>9 a.m.-7 p.m.                                                                                                                                     |
| Dean, School of Health Professions                                       | 488-1505                 | (M-F)<br>9 a.m.-5 p.m.                                                                                                                                                                         |
| Dean, School of Nursing                                                  | 488-1508                 | (M-F)<br>9 a.m.-5 p.m.                                                                                                                                                                         |
| Dean, Arnold & Marie Schwartz College of Pharmacy and Health Sciences    | 488-1004                 | (M-F)<br>9 a.m.-5 p.m.                                                                                                                                                                         |
| Dean, Academic and Instructional Resources                               | 488-1006                 | (M-F)<br>9 a.m.-5 p.m.                                                                                                                                                                         |
| Global College                                                           | 488-3409                 | (M-F)<br>9 a.m.-5 p.m.                                                                                                                                                                         |
| International Students                                                   | 488-1216                 | (M, Th, F)<br>9 a.m.-5 p.m.<br>(Tu, W)<br>9 a.m.-6 p.m.                                                                                                                                        |

Residence Life and Housing 488-1046 (M-F)  
9 a.m.-7 p.m.  
(Summer hours)  
9 a.m.-5 p.m.

School of Continuing Studies 488-1010 (M-Th)  
9 a.m.-6:30 p.m.  
(F)  
9 a.m.-5 p.m.

Student Activities 488-1216 (M, Th, F)  
9 a.m.-5 p.m.  
(Tu, W)  
9:00 a.m.-6:30 p.m.



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## THE LONG ISLAND UNIVERSITY PLAN

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In January 1988, the Board of Trustees approved an expansion of educational options linked to supporting services at the University's residential campuses. This integrative approach, known as The Long Island University Plan (LIU Plan), involves close collaboration among many segments of academic and advisement personnel. The primary goal of the LIU Plan is to help students develop a full sense of their own interests and abilities and to help them identify early the many resources the University provides as they begin to shape their education and their future.

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### Statement of Mission

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The purpose of the LIU Plan is to enhance academic learning by experience-enriched programs that link diverse students to their campus, their community and the world and to draw from their cultural diversity to enrich campus life. It seeks to empower students to take charge of their education and lives through the Freshman Program, comprehensive Academic Advisement, Office of Career Services (Cooperative Education, Career Development and internships) and an innovative, integrative curriculum in the University Honors Program. Through workplace experiences, workshops, development of technological skills, consultation services, integrative seminars, and tools for self-assessment and exploration, the LIU Plan enables students to develop skills and talents that can lead to coherent, well-informed and successful lives.

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### Counseling: the Keystone

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The LIU Plan is tied together by a multifaceted approach to counseling that encompasses academic, career and financial advisement from the time students register to the time they graduate. Support services and information workshops are open to all students, including

transfers. Upper-level students consult the Academic Advisement Center before entering professional programs and are eligible for some workplace experiences through the Office of Career Services. Incoming freshmen enjoy a full year of advisement from the Academic Advisement Center, as well as early access to guidance and placement from the Cooperative Education Program. All students receive integrated counseling to help them identify their own values, goals, interests and abilities. Trained staff and student mentors facilitate student success in exploring their own best possibilities.

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### The Experience Factor

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Having as its premise that through professional-level experience students learn much about themselves and their career options, the LIU Plan provides a wide variety of placements that allow students to gain that experience while in college. These include curriculum-related paid work, internships, study abroad, community services, honors programs, and special programs such as the New York City Honors Semester, cosponsored by The National Collegiate Honors Council and open to honors students from throughout the country. Also with the belief that undergraduate education is both enhanced and broadened by exposure to different settings, opportunities for internships and placements are designed to provide students with both challenge and variety. Consultation between campus departments and the Cooperative Education program ensures students' professional development and permits close linkages between the work experience and students' academic growth. Workplace experience also provides professional-level income to help with the costs of college; the opportunity to make valuable contacts 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 introduced on Orientation Day to extended systematic explorations throughout the Freshman Year Program, the nucleus of which is the Campus Orientation Seminar-The University: Discovery and Change. In collaboration with Academic

Advisement, Cooperative Education, and University Honors, the Orientation Seminar is an agency through which students are guided to personal accomplishment, peer and professional mentoring, and preparation for the world of work. The experience with the Orientation Seminar 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 departments and in the offices dealing with the freshman experience. Academic achievement in the freshman year is recognized by induction into Alpha Lambda Delta, the national freshman honors society of which the Brooklyn Campus chapter, Alpha Delta, is the only chapter in New York City.

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### Essential Literacies and Academic Excellence

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The best employers and graduate and professional schools look for qualities of the mind and imagination that distinguish independent thinkers and leaders. 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, unified advisement through the LIU Plan, skills training, and emphasis on critical thinking about complex issues and on clear, informed communication, the University further seeks to prepare its students for the demands of conflicting arenas in a fast-moving and changing society.

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### For an Interview or Further Information

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If you are a current student, a transfer student or a high school student evaluating college and wish to know more about how you may take advantage of the LIU Plan, please contact the Brooklyn Campus Office of Admissions at (718) 488-1011.

# ACADEMIC CALENDAR 2007-2008

## Fall 2007

In-Person Registration .....Wednesday-Friday, August 29-31  
and Tuesday-Wednesday, September 4-5  
Labor Day-holiday.....Monday, September 3  
Weekday classes begin.....Thursday, September 6  
Late registration and program changes .....Thursday-Friday,  
September 6-7 and Monday-Wednesday, September 10-12  
Semester classes meeting Saturday-Sunday begin .....Saturday-  
Sunday, September 8-9  
First weekend session classes begin .....Saturday-Sunday,  
September 8-9  
Late registration ends.....Wednesday, September 12  
Awarding of September degrees .....Friday, September 21  
Last day to apply for January degree .....Friday, September 28  
Last day to apply for  
comprehensive examination .....Friday, September 28  
Deferred final examinations .....Monday, October 1  
Midterm examinations-classes in session .....Monday-Friday,  
October 8-19  
First weekend session final examinations .....Saturday-Sunday,  
October 20-21  
Second weekend session classes begin .....Saturday-Sunday,  
October 27-28  
Last day to withdraw from undergraduate courses ....Wednesday,  
October 31  
Election Day-classes in session .....Tuesday, November 6  
Program guidance for Spring 2008 .....Monday-Friday,  
November 12-16  
Last day to submit thesis and complete  
degree requirements .....Wednesday, November 21  
Fall recess begins .....Thursday, November 22  
Classes resume .....Saturday, November 24  
Second weekend session final examinations ....Saturday-Sunday,  
December 8-9  
Semester classes meeting  
Saturday-Sunday end .....Saturday-Sunday, December 8-9  
Semester classes meeting Monday through Friday end.....Friday,  
December 14  
Last day to withdraw from graduate courses....Friday, December 14  
Final examinations-undergraduate  
and graduate .....Saturday-Friday, December 15-21  
Last day to complete withdrawal appeal process.....Friday,  
December 21  
Winter recess begins .....Saturday, December 22

## Spring 2008

In-Person Registration .....Tuesday-Friday, January 15-18 and  
Monday, January 21  
Awarding of January degrees .....Friday, January 18  
Martin Luther King, Jr. Day.....Monday, January 21  
Weekday classes begin .....Tuesday, January 22  
Late registration and program changes .....Tuesday-Friday,  
January 22-25 and Monday, January 28  
Semester classes meeting Saturday-Sunday begin .....Saturday-  
Sunday, January 26-27  
First weekend session classes begin .....Saturday-Sunday,  
January 26-27  
Late registration ends .....Monday, January 28  
Deferred final examinations .....Monday, February 4  
Last day to apply for May degree .....Monday, February 4  
Last day to apply for  
comprehensive examination .....Monday, February 4  
President's Day-no classes.....Monday, February 18  
Tuesday follows a Monday Schedule .....Tuesday, February 19  
Midterm examinations-classes  
in session .....Monday-Friday, February 25-March 7  
First weekend session  
final examinations .....Saturday-Sunday, March 8-9  
Second weekend session  
classes begin .....Saturday-Sunday, March 15-16  
Spring recess begins .....Monday, March 17  
Classes resume .....Monday, March 24  
Last day to withdraw from  
undergraduate courses.....Wednesday, March 26  
Program guidance for  
Summer and Fall 2008 .....Monday-Friday, April 7-11  
Last day to submit thesis and complete  
degree requirements .....Friday, April 11  
Second weekend session  
final examinations .....Saturday-Sunday, May 3-4  
Semester classes meeting  
Saturday-Sunday end .....Saturday-Sunday, May 3-4  
Semester classes meeting  
Monday through Friday end .....Tuesday, May 6  
Last day to withdraw from graduate courses .....Tuesday, May 6  
Study day .....Wednesday, May 7  
Final examinations-undergraduate  
and graduate .....Thursday-Wednesday, May 8-14  
Last day to complete withdrawal  
appeal process .....Wednesday, May 14  
Commencement .....Thursday, May 15

## Summer I 2008

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

## Summer II 2008

Registration and program changes ..Wednesday-Thursday, July 2-3  
Independence Day-holiday .....Friday, July 4  
Weekday classes begin .....Monday, July 7  
Late registration ends .....Tuesday, July 8  
Weekend session classes begin .....Saturday-Sunday, July 12-13  
Last day to withdraw from  
    undergraduate courses .....Wednesday, July 16  
Last weekday class .....Thursday, August 14  
Last day to submit thesis and  
    complete degree requirements .....Thursday, August 14  
Last day to withdraw  
    from graduate courses .....Thursday, August 14  
Last day to complete  
    withdrawal appeal process.....Thursday, August 14  
Weekend session  
    final examinations .....Saturday-Sunday, August 16-17  
Final examinations.....Last Class Meeting



## 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.

The office is open from 9 a.m. to 5 p.m., Monday through Friday. Admissions counselors are available to assist prospective 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. They are selected on the basis of their secondary school record and other pertinent academic achievements. Results of the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) are preferred. Applications for admission, available from the Office of Admissions, should be filed early during the senior year of secondary school. A nonrefundable fee of \$30.00 must accompany the application. Applicants using the Internet, [www.liu.edu](http://www.liu.edu) application will have the \$30.00 application fee waived as well as those filing using a fax machine: (718) 797-2399. International students may not submit applications via Internet or fax machine.

### Global College (formerly Friends World Program) and Continuing Studies Admission

For specific admission requirements for the Global College, see the Global College catalog available at 9 Hanover Place, 4th floor, Brooklyn, NY 11202-5882, a few blocks from the campus, (718) 488-3409; for admission to programs in Continuing Studies, see separate bulletin available at 9 Hanover Place, 2nd floor, (718) 488-1010.

### Procedures for Admission

New students, both freshmen and transfer students, are admitted at the beginning of the Fall, Spring and Summer semesters, except Dance majors and Pharmacy and Physician Assistant transfers, who are accepted only for the Fall semester. In all cases, early applications are desirable so as to be assured

every consideration for class space and dormitory accommodations. New students may apply any time after the end of the junior year and preferably not later than June 1 of the senior year for entrance to the Fall semester, not later than December 1 for the Spring semester, and not later than April 1 for the Summer semester. Applicants for financial aid are requested to submit their application not later than May 15 for the Fall semester and not later than November 1 for the Spring semester. For additional information and the required procedure to file for financial aid, please see p. 14.

### Students Presenting International Credentials

Applications from international students are welcomed. To be considered for admission, students must submit all foreign credentials, including a record of secondary school grades for the final three to four years, and results of any examination rendering students eligible for university matriculation in their own country. Students are expected to have sufficient preparation in mathematics and English. All documents must be translated and attested.

All students are strongly recommended to submit the results of the Scholastic Aptitude Test (SAT), which is given several times during the year throughout the world. Information on the SAT can be obtained from the Educational Testing Service, Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701, or from American embassies or consulates abroad, or Officers of the United States Information Service (USIS). In addition, the Test of English as a Foreign Language (TOEFL), also administered by the Educational Testing Service, is required of all students for whom English is not a native language. A minimum score of 550 (paper based examination) or 213 (computer based examination) is required.

Applications from international students must be accompanied by the non-refundable \$30.00 (U.S. currency) application fee and be received no later than May 1 for the Fall semester and November 1 for the Spring semester. When credentials are complete and found to be satisfactory, the applicant will be required to submit a \$250.00 deposit and a certified statement of financial support. Pharmacy third-year majors are required to pay a deposit fee of \$500.00. Deposit fees will be applied to tuition and are not refundable should the student decide not to attend the University.

The United States Government has implemented an online mechanism for the Bureau of Immigration and Customs Enforcement (ICE), formerly the Department of Immigration and Naturalization Services (INS), to collect and maintain international student information. This system, known as SEVIS (Student and Exchange Visitor Information System), is used to carry international students through the F-1 Visa process, including the initial production of the visa document (Form I-20) through to the completion of a student's university program of study.

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 (U.S. currency).

### Notification of Acceptance

Students will be notified of the admissions decision shortly after all the necessary documents (application, official transcript, official test score report) are received. Once a candidate is accepted, he or she is required to make a deposit to reserve a place in the entering class. The amount of the deposit fee varies by program (please refer to the tuition and fees schedule on page 12. The deposit is applied to the first semester's tuition. In addition, International students requiring an I-20 AB or IAP-66 are required to submit a \$250.00 tuition deposit.

Please note: Deposit fees are not refundable should the student decide at a later date not to attend the Brooklyn Campus.

### Placement Examinations

All entering freshman students are required to take a placement examination in English composition, reading comprehension and mathematics before registering. Entry into or exemption from courses in English composition, reading comprehension and mathematics depends on the results of the placement examinations. This examination also serves as proof of minimum competency in those areas. Students may be placed in English 13 or 13x or higher and developmental Math 01 or higher. (See p. ??, Graduation Requirements.)

Inquiries concerning the placement examinations should be addressed to Winifred Donahue, The Testing Center, Special Academic Services, Brooklyn Campus, Long Island University, 1 University Plaza, Brooklyn, NY 11201-5372.

### Advanced Placement Examinations

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.

### College Level Examination Program

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.

### Excelsior College

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

### Special Assessment for Life Experience

In addition to the above opportunities for special testing, matriculated adult students who have demonstrated professional achievement, practical experience and general intellectual growth that compare favorably with formal undergraduate education may be granted a special assessment. The following rules and procedures apply to such special assess-



ment of credits:

1. An applicant must submit a request for such assessment together with a comprehensive biography to the Office of the Dean for initial screening.
2. If the applicant is considered to have had demonstrable experience and verifiable achievement that entitles him or her to consideration for this program, the Dean's office will establish an appropriate committee to evaluate the candidate's submitted documents. Assessment by the committee may include an oral, written or performance examination or the evaluation of a portfolio (or some combination thereof).
3. The committee will recommend to the Dean the amount of credit to be granted.  
The following fee schedule will apply to such assessment:  
Evaluation fee (1 to 3 credits), \$175.00 per credit  
Evaluation fee (additional credits above 3), \$85.00 per credit

### Servicemen's Opportunity College

The Brooklyn Campus was formally designated as a Servicemen's Opportunity College (SOC) by the American Association of State Colleges and Universities in 1974. The unique SOC program offers special provisions for active service personnel, enabling them to pursue a plan of study at several participating colleges under the guidance of a parent institution. Under this special option, students may satisfy the residence requirement at any point in their course of study and may also be granted advanced standing for appropriate non-traditional educational experience.

### New York City Police Academy Training

Present or retired members of public criminal justice agencies who have successfully completed the NYC Police Academy Entry-Level Training Program are eligible for transfer credit. Official transcripts must be submitted to the Admissions Office.

### Admission Requirements

The basic admission requirement is proof of graduation from a secondary school or the equivalent. Strongly recommended are the results of either the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). Information about those tests may be obtained from the high school guidance office or by writing directly to the national testing agencies: for SAT-Educational Testing Service, Box 592, Princeton, NJ 08540; for ACT-American College Testing Program, Box 168, Iowa City, IA 52240.

Students who wish to continue the foreign language studied in high school must be placed at the appropriate level by the Foreign Languages Department.

Depending on the student's proposed plan of study, the following high school credits are suggested for admission:

|                                  |   |
|----------------------------------|---|
| English                          | 4 |
| Social Studies                   | 3 |
| Elementary Algebra               | 1 |
| Plane Geometry                   | 1 |
| Specified Electives <sup>1</sup> | 4 |
| Free Electives <sup>2</sup>      | 3 |

<sup>1</sup> From the fields of foreign languages, social studies, mathematics or natural science.

<sup>2</sup> Any studies (except physical education and military science) that lead to graduation from an accredited high school. Science majors must include .5 credit of intermediate algebra.

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, trigonometry, one unit of biology, and one of chemistry or physics.

A student who presents a General Equivalency Diploma instead of a high school diploma may be considered for admission.

### Transfer Students

Students who wish to transfer to the Brooklyn Campus from another college or university must submit official transcripts of all previous college work. Students with fewer than 24 earned college credits must also submit official high school transcripts. Failure to list on the application form all institutions of higher learning attended is considered cause for forfeiture of transfer credit and will subject attendance at Long Island University to review.

On the basis of work done as a matriculated student at accredited two- and four-year colleges and universities, advanced standing may be granted for prior equivalent preparation or courses successfully completed elsewhere, provided the demonstrated competence is equivalent to work required at the Brooklyn Campus, with a grade of C or higher. The granting of transfer credit does not affect specific divisional or departmental requirements.

To qualify for the associate's or 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 divisions of Long Island University are required to complete the 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 from Accredited Community or Junior Colleges

The Brooklyn Campus of Long Island University may admit recipients of asso-

ciate degrees from accredited community or junior colleges. The Scholastic Aptitude Test is not required. Such students will be accepted as juniors in the bachelor's degree program with full credit (60 or 64) for courses with grades of C or better, unless they have specialized in a highly technical or professional program, and will be programmed for their junior or senior years 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 should not go beyond 128.

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

To qualify for the bachelor's degree, all students must also complete the requisite number of credits in the liberal arts and sciences.

### Readmission

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. This application should be presented at least one month before the beginning of the semester that the student wishes to enter. 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.

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.

### FARE Program

The Free Alumni Refresher Education Program (FARE) permits Brooklyn Campus alumni who have held their baccalaureate degrees ten years or longer to register for a maximum of 12 credits in any credit-bearing undergraduate course, on a space-available basis, for which prerequisites have been completed. A \$25.00 registration fee (regardless of the number of courses), an accident insurance fee of \$9.00, and any course or materials fee will be charged, but tuition is waived.

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 2006, the graduation rate for first-time, full-time, degree-seeking undergraduates who enrolled in fall 1999 was 24 percent.

## TUITION AND FEES— UNDERGRADUATE

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

The tuition and fees and housing fee schedules listed below are at the prevailing rates for the 2006-2007 academic year. Rates for 2007-2008 will be announced on or about June 1, 2007.

|                                                                                                                                                                                   |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| The University accepts payment by check, money order, VISA, Discover, MasterCard or Diner's Club.                                                                                 |                   |
| Tuition, per credit, per semester .....                                                                                                                                           | \$729.00          |
| Deposit fee (except for Physical Therapy, Physician Assistant or Occupational Therapy majors) (nonrefundable) .....                                                               | 100.00            |
| Deposit fee for Physical Therapy, Physician Assistant or Occupational Therapy majors (nonrefundable) .....                                                                        | 500.00            |
| Deposit for International Students .....                                                                                                                                          | 250.00            |
| Security deposit for Residence Hall .....                                                                                                                                         | 150.00            |
| Application fee (nonrefundable) .....                                                                                                                                             | 30.00             |
| Orientation fee (entering students and transfers only) .....                                                                                                                      | 35.00             |
| University fee, per semester (\$15.00 nonrefundable)                                                                                                                              |                   |
| Students carrying 12 or more credits .....                                                                                                                                        | 500.00            |
| Students carrying 4.1 to 11.9 credits .....                                                                                                                                       | 220.00            |
| Students carrying 4 credits or less .....                                                                                                                                         | 105.00            |
| 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 .....                                                                                                                                         | No Fee            |
| Flex Dollar Program                                                                                                                                                               |                   |
| (students enrolled in 9 or more credits) .....                                                                                                                                    | 35.00             |
| Laboratory fees, per semester. See course descriptions.                                                                                                                           |                   |
| Audit fee (half tuition and full fees), per credit .....                                                                                                                          | 364.50            |
| Bridge Program registration fee                                                                                                                                                   |                   |
| (students must pay all course fees) .....                                                                                                                                         | 25.00             |
| Transcript of record (for each request)                                                                                                                                           |                   |
| A fee of \$5.00 is charged for each transcript up to 10 and \$1.00 each for any further transcripts issued at the same time.                                                      |                   |
| I.D. card (after first) .....                                                                                                                                                     | 10.00             |
| Late graduation application fee .....                                                                                                                                             | 25.00             |
| Late registration fee (not applicable for students entering the first time or re-entering) .....                                                                                  | 10.00             |
| Reinstatement of cancelled registration .....                                                                                                                                     | 100.00*           |
| Delayed registration fee .....                                                                                                                                                    | 200.00*           |
| Late payment fees                                                                                                                                                                 |                   |
| First .....                                                                                                                                                                       | 50.00*            |
| Second .....                                                                                                                                                                      | 50.00*            |
| Deferred final examination fee per examination                                                                                                                                    |                   |
| (maximum \$60.00) .....                                                                                                                                                           | 20.00             |
| Program change .....                                                                                                                                                              | 15.00             |
| Residence Hall room, per semester,                                                                                                                                                |                   |
| per student .....                                                                                                                                                                 | 2,010.00-4,000.00 |
| Residence Hall suite, per semester,                                                                                                                                               |                   |
| per student .....                                                                                                                                                                 | 2,900.00-4,100.00 |
| Residence Hall apartment, per semester,                                                                                                                                           |                   |
| per student .....                                                                                                                                                                 | 3540.00-5,300.00  |
| Meal plan, per semester .....                                                                                                                                                     | 935.00-1,690.00   |
| Required of all resident students occupying a Residence Hall room. Such students must opt for one of four available plans. Optional for resident students occupying an apartment. |                   |
| Life Experience:                                                                                                                                                                  |                   |
| Evaluation Fee (1 to 3 credits), per credit .....                                                                                                                                 | 200.00            |
| Above 3 credits, per credit .....                                                                                                                                                 | 100.00            |

Health insurance (Compulsory for domestic resident students, all international students, and students assigned field work in a health core curriculum.) Charges are billed for an annual plan in the Fall semester, covering the policy period 8/15/06-8/15/07. Charges are not reduced if a student does not reside in the Residence Hall for the Spring semester, or is no longer in a health core curriculum, since coverage continues to be effective over the full policy period.

Rates for the Annual Plan:

|                                       |          |
|---------------------------------------|----------|
| International students .....          | 1,255.00 |
| Domestic students .....               | 700.00   |
| Health core curriculum students ..... | 450.00   |

Rates for the Spring Semester (newly enrolled students), covers the policy period 1/1/07-5/15/07:

|                                       |        |
|---------------------------------------|--------|
| International students .....          | 779.00 |
| Domestic students .....               | 435.00 |
| Health core curriculum students ..... | 281.00 |

Rates for the Summer Semester, covers the policy period 5/15/07-8/15/07.

|                                       |        |
|---------------------------------------|--------|
| International students .....          | 321.00 |
| Domestic students .....               | 180.00 |
| Health core curriculum students ..... | 117.00 |

Malpractice insurance, per semester ..... 12.00 |

Books and supplies

    (estimated amount per semester) ..... 500.00 |

Returned check fee

    \$100.00 or less ..... 25.00 |

    More than \$100.00 ..... 50.00 |

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

*\*Registered students who have not cleared the Bursar by the due date indicated on the bill will be obliged to pay a late payment fee of \$50.00. Bills not cleared by the midpoint of the semester will be assessed an additional late payment fee of \$50.00. If a student's registration is canceled, the student will be obliged to pay a reinstatement fee of \$100.00 plus the late payment fees. If the reinstatement takes place one year or more after the semester has ended, current tuition rates will be charged. Any student who deliberately fails to register but attends classes with the intention of registering late in the term will be responsible for paying the delayed registration fee of \$200.00. If the registration takes place one year or more after the semester has ended, current tuition rates will be charged.*

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

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

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

## Withdrawal

A student who wishes to withdraw from the College should follow directions outlined in the withdrawal form obtained from the Registrar (refer to Withdrawal Policies in Administrative Regulations). Otherwise, honorable dismissal will be withheld. Drops or withdrawals will not be permitted after the date published by the Registrar in the Academic Calendar. No certificate or transcript of record will be granted, however, until all financial indebtedness is settled. When a student withdraws, the University will refund tuition and fees as indicated in the following schedule.

### Long Island University Institutional Refund Schedule

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

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

| Time of Withdrawal                         | 3-Week Session                                                     |
|--------------------------------------------|--------------------------------------------------------------------|
| Cancellation prior to beginning of session | Complete refund except for deposit and applicable registration fee |
| During 1st calendar week                   | 60%                                                                |
| During 2nd calendar week                   | No refund                                                          |

| Time of Withdrawal                                     | Weekend College                                                    |
|--------------------------------------------------------|--------------------------------------------------------------------|
| Cancellation prior to beginning of semester or session | Complete refund except for deposit and applicable registration fee |
| Prior to 2nd weekend                                   | 70%                                                                |
| Prior to 3rd weekend                                   | 30%                                                                |
| Following 3rd weekend                                  | No refund                                                          |

| Time of Withdrawal                             | Short-Term Institutes (3 weeks or less)                            |
|------------------------------------------------|--------------------------------------------------------------------|
| Cancellation prior to beginning of first class | Complete refund except for deposit and applicable registration fee |
| Up to midpoint of first class session          | 80%                                                                |
| Following midpoint of first class session      | No refund                                                          |

| Time of Withdrawal                             | Continuing Studies                                                 |
|------------------------------------------------|--------------------------------------------------------------------|
| Cancellation prior to beginning of first class | Complete refund except for deposit and applicable registration fee |
| Prior to start of second class                 | 80%                                                                |
| After second class session                     | No refund                                                          |

## OFFICE OF STUDENT FINANCIAL SERVICES

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All candidates for Long Island University scholarships or grants, for federal grant programs, work study opportunities, or educational loans, and for New York State's Tuition Assistance Program (TAP) awards, must complete the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA every year. This application is available over the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), or from the Homepage of the Office of Student Financial Services at L.I.U.'s website at [www.brooklyn.liu.edu/financialaid](http://www.brooklyn.liu.edu/financialaid). Also available at this site is information on the scholarships and grants and other forms of financial assistance available for attendance at Long Island University.

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 the Tuition Assistance Program (TAP) award. Applicants for financial aid may expect to be notified of the decision reached by the Office of 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.

Recipients of Title IV financial aid funding 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 aid eligibility redetermined.

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## University Assistance

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**Note:** *Students in Global College (formerly Friends World) should refer to the Global College catalog.*

### Undergraduate University Scholarships

Long Island University offers a wide variety of scholarship and grant programs. Most of these funds are awarded at the time of a student's admission to the University, and provide assistance for tuition charged (required on- or off-campus fees are not included). Undergraduate awards are available for up to eight full-time semesters for the baccalaureate degree.

The student's record of scholastic achievement is the basis for an award: scholarship applicants should rank high in their graduating class and present above-average high school and Scholastic Aptitude Test (SAT) scores. Furthermore, recipients of scholarship funds generally must maintain at least a B average. Undergraduate scholarships and grants are not applicable to the graduate portions of any combined bachelor's/master's degree program. For the Pharm.D. Program, these awards are only available for the first four years of the undergraduate phase of the program. Scholarships do not include fees, occasional expenses, laboratory breakage fees or more than two credits of private music instruction per semester or payment to affiliate music instructors of a higher fee than the University's prevailing rate. Scholarships do not pay for courses required off campus in hospitals or other locations.

The total number of undergraduate scholarships and grants offered each year by the University is dependent on the availability of funds. The University reserves the right to change its scholarship and grant policies accordingly.

Detailed descriptions of the undergraduate scholarship and grant programs also appear in "A Guide for Academic Scholarships and Grants" on the Office of Student Financial Services' Homepage (click on "Brochures, Forms & Other Links," then on "Brochures").

### Academic Scholarships

#### University Scholars Awards

Entering freshmen who have earned at least a 92 high school average and combined critical reading and math SAT scores of 1300, are eligible for the University Scholars Award, a scholarship that provides up to \$10,000 a year towards tuition after TAP and Federal Pell Grant funding. Entering transfer students who earned an associate degree from select community colleges and who earned at least a 3.75 cumulative grade point average, also qualify for this award.

#### Presidential Scholarships

Entering freshmen who have earned a minimum 88 high school average and 1200 combined critical reading and math SAT scores, are eligible for the Presidential Scholarship, which provides up to \$7,500 a year towards tuition. Entering transfer students who earned at least a 3.75 cumulative grade point average and have at least 48 transferable credits accepted by Long Island University, are also eligible for this award.

#### Provost's Excellence Awards

Entering freshmen who have earned a minimum 90 high school average, are eli-

gible for the Provost's Excellence Award, a scholarship that provides up to \$4,000 a year towards tuition. Entering transfer students who earned at least a 3.50 cumulative grade point average and have at least 48 transferable credits accepted by Long Island University are also eligible for this award.

### Martin Luther King Jr./ José Martí Awards

The Martin Luther King Jr./ José Martí Scholarship Programs are an admission and financial assistance package based on academic merit and financial need. The program, which is available to a limited number of students each year, provides \$5,000 a year towards tuition. This program also provides a book voucher of up to \$150 each semester. Entering freshmen who have earned at least an 85 high school average and combined critical reading and math SAT scores of 1000, are eligible to apply. To receive this award, the applicant must be eligible for both TAP and Federal Pell Grant Awards. A written essay and an interview are a required part of the selection process. A limited number of awards are available to entering transfer students who earned at least a minimum 3.0 cumulative average.

### Academic Incentive Awards

Entering freshmen who have earned a minimum 86 high school average, are eligible for an Academic Incentive Award, which provides \$2,000 a year towards tuition. Entering transfer students who have earned a minimum 3.3 cumulative grade point average and have at least 32 transferable credits accepted by Long Island University, may apply for this award.

### Distinguished Scholars Award

Recipients of the University Scholars Awards or the Presidential Scholarships are eligible for the Distinguished Scholars Award.

Based on a minimum registration of 16 credits (12 credits of which are in core curriculum courses until the student progresses academically beyond this requirement), this award provides \$500 for 16 credits, \$1,000 for 17 credits, and \$1,500 for 18 or more credits.

### Continuing Student Scholars Awards

The Continuing Student Scholars Award is a competitive award that requires a minimum 3.6 cumulative grade point average for students who have completed 60 or more credits at Long Island University, without proficiency courses or incompletes. The award provides \$4,000 a year towards tuition and is not available to recipients of the University Scholars Awards, Presidential Scholarships, 100%

**Academic Standards for Federal Programs**  
**Full-Time Non-Pharmacy Undergraduates • Length of Program — 6 Years**  
**Half-Yearly Increments**

| Year equivalents                | 0.5 | 1  | 1.5 | 2  | 2.5 | 3  | 3.5 | 4  | 4.5 | 5  | 5.5 |
|---------------------------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|
| Number of credits per half year | 6   | 6  | 9   | 9  | 9   | 9  | 12  | 12 | 12  | 14 | 14  |
| Cumulative credits              | 6   | 12 | 21  | 30 | 39  | 48 | 60  | 72 | 84  | 98 | 112 |

In addition to maintaining the yearly increments of credits earned, students must also satisfy the average requirements as detailed in this bulletin: students who have earned fewer than 30 credits must maintain a 1.8 grade point average; students who have earned 30 credits or more but fewer than 60 credits must maintain a 1.9 grade point average; students who have earned 60 credits or more must maintain a 2.0 grade point average.

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

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

Progress toward the minimum standards is defined as

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

P grades will be reviewed for grade point average requirements by the Dean.

U, F, W, WF, INC, ABS, UW, NGR, and AUD grades do not count toward successful completion requirements.

Repeated courses count only once toward credits earned.

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

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

G.I.A. Awards, Dean's Scholarships or any combination thereof.

### **Activity Scholars, Activity Service Awards and Campus Activity Program Awards**

Applicants for Activity Scholars and Activity Service Awards must demonstrate talent or skills in specified areas such as art, dance, journalism, media arts, music, sports science, communication studies, cheerleading or pep band. There is a service component of up to 15 hours per week for these awards that provide up to \$5,000 a year for Scholars Awards, and \$2,500 a year Activity Service Awards. Cheerleader awards provide up to \$3,000 a term, and Pep Band Awards provide up to \$1,500 a term.

Campus Activity Program Awards require recommendations by faculty and administration and an interview. These awards provide up to \$2,500 a term, and have a service component of 15 hours a week.

### **Dean's Awards**

Undergraduate students who are enrolled for and successfully complete 15

credits or more in a semester, and achieve a cumulative grade point average of 3.70 or higher for that semester (with no W, WF, UW, INC, or ABS grades) qualify for the Dean's Award. Awards are available for the semester directly following the earning of the average and provide funding for credits taken over 15. For students enrolled for 16 or 17 credits, the award is \$1,000. For enrollment of 18 credits or more, the award is \$1,200. Awards may not be transferred to any subsequent terms. Students must request this award from the Dean of the college of their major. This award is available to international students as well.

### **Dean's Scholarships**

Students who received the Dean's Award for five consecutive semesters (six for Pharmacy majors) are eligible for the Dean's Scholarship, which provides up to \$10,000 towards tuition after TAP and Federal Pell Grant funding. This award is applicable only to the undergraduate phase of any program, for a maximum of eight terms.

### **L.I.U. Grants**

L.I.U. Grants are available to entering

undergraduate students demonstrating financial need who do not qualify for any academic award at the time of their admission to the University. Each grant provides up to \$1,000 a year, and is applicable only to the undergraduate phase of any program.

Further information concerning University assistance is available from the Office of Student Financial Services.

## **Federal Assistance**

Candidates for admission will be considered for all types of federal assistance on the basis of the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA, available on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Recipients of Title IV financial aid funding 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 aid eligibility redetermined.

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

**Undergraduate TAP Chart for students who received a TAP award prior to the 2006-07 academic year**

| HEOP<br>Before being certified for this<br>TAP payment, a student must:                | 1st<br>Payment | 2nd<br>Payment | 3rd<br>Payment | 4th<br>Payment | 5th<br>Payment | 6th<br>Payment | 7th<br>Payment | 8th<br>Payment | HEOP           |                 |
|----------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
|                                                                                        |                |                |                |                |                |                |                |                | 9th<br>Payment | 10th<br>Payment |
| 1. Have earned this minimum number of credits                                          | 0              | 0              | 9              | 21             | 33             | 45             | 60             | 75             | 90             | 105             |
| 2. Have earned this minimum cumulative grade point average                             | 0              | 0              | 1.2            | 1.3            | 2.0            | 2.0            | 2.0            | 2.0            | 2.0            | 2.0             |
| 3. Have completed the previous term this minimum number of credits without withdrawals | 0              | 6              | 6              | 9              | 9              | 12             | 12             | 12             | 12             | 12              |

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

**Undergraduate TAP Chart for Students Who Are First-Time New York State Aid Recipients  
Beginning with the 2006-07 Academic Year**

| HEOP<br>Before being certified for this<br>TAP payment, a student must:                | 1st<br>Payment | 2nd<br>Payment | 3rd<br>Payment | 4th<br>Payment | 5th<br>Payment | 6th<br>Payment | 7th<br>Payment | 8th<br>Payment | HEOP           |                 |
|----------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
|                                                                                        |                |                |                |                |                |                |                |                | 9th<br>Payment | 10th<br>Payment |
| 1. Have earned this minimum number of credits                                          | 0              | 3              | 9              | 21             | 33             | 45             | 60             | 75             | 90             | 105             |
| 2. Have earned this minimum cumulative grade point average                             | 0              | 1.1            | 1.2            | 1.3            | 2.0            | 2.0            | 2.0            | 2.0            | 2.0            | 2.0             |
| 3. Have completed the previous term this minimum number of credits without withdrawals | 0              | 6              | 6              | 9              | 9              | 12             | 12             | 12             | 12             | 12              |

**Note:** The Global College (formerly Friends World Program) TAP chart can be found in the Global College catalog.

**Federal Pell Grants**

Full-time and part-time undergraduate students are eligible to apply directly to the federal government for grant assistance, based on financial need. U.S. citizenship or permanent resident status is required. All undergraduate students in need of financial assistance should apply for the Federal Pell Grant.

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

Supplemental grants are available to full-time undergraduate students exhibiting financial need who are U.S. citizens or permanent residents and are recipients of Federal Pell Grants.

**Federal Perkins Loan**

The Federal Perkins Loan is based on financial need and is available to full-

time students who are U.S. citizens or permanent residents. Loans are repayable six months after graduation or termination of at least part-time studies at an interest rate of 5%. Deferment and cancellation benefits are available.

**Federal Work Study/  
America Reads Programs**

Part-time employment is available through the Federal Work Study Program for students demonstrating financial need. U.S. citizenship or permanent resident status is required. The America Reads Program provides off-campus employment for tutors who meet academic standards and demonstrate financial need.

**Academic Standards for Federal Programs**

Students receiving Title IV financial

aid assistance are required to meet standards of satisfactory progress toward their degree objective. The chart on p. 15 reflects the standards in effect for the receipt of Title IV assistance (Federal Pell Grants, Federal Supplemental Educational Opportunity Grants [FSEOG], Federal Perkins Loans, Federal Work Study/ America Reads Programs, and all Federal Direct Student Loans).

**William D. Ford Federal Direct Student Loan Program**

Students enrolled for a minimum of six credits, who are U.S. citizens or permanent residents, may borrow from the Federal Direct Student Loan Program. Two types of loans are offered in this program: subsidized and unsubsidized. Subsidized loans are based on financial need, and repayment of principal and

interest are delayed until six months after graduation or termination of at least part-time studies. Unsubsidized loans require that interest be paid while the student is in school.

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

The following annual and cumulative loan limits apply to subsidized loans:

|                                                      | <b>Annual<br/>Loan<br/>Limit</b> | <b>Aggregate<br/>Loan<br/>Limit</b> |
|------------------------------------------------------|----------------------------------|-------------------------------------|
| Freshmen Year                                        | \$2,625                          |                                     |
| Sophomore Year                                       | \$3,500                          |                                     |
| Junior and<br>Subsequent Years                       | \$5,500                          |                                     |
| Undergraduate<br>Total                               |                                  | \$23,000                            |
| Graduate                                             | \$8,500                          |                                     |
| Combined Limits<br>for Graduate and<br>Undergraduate |                                  | \$65,500                            |

The following annual and aggregate loan limits apply to independent students, who are eligible to borrow from the unsubsidized loan program:

|                                                 | <b>Annual<br/>Loan<br/>Limit</b> | <b>Aggregate<br/>Loan<br/>Limit</b> |
|-------------------------------------------------|----------------------------------|-------------------------------------|
| Freshmen and<br>Sophomore Years                 | \$4,000                          |                                     |
| Junior and<br>Subsequent Years                  | \$5,000                          |                                     |
| Undergraduate Total                             |                                  | \$23,000                            |
| Graduate and<br>Professional                    | \$10,000                         |                                     |
| Combined Graduate<br>and Undergraduate<br>Total |                                  | \$73,000                            |

## State Assistance

### Tuition Assistance Program (TAP)

The New York State Tuition Assistance Program (TAP) is available to full-time undergraduate students who are

U.S. citizens or permanent residents and who have been New York State residents for at least one year. Awards are based on the net taxable New York State income of the previous fiscal year.

Students pursuing a baccalaureate degree may receive eight semesters of TAP payments. Students in the HEOP program may receive an additional two semesters of payment for a total of ten semesters. Students pursuing an associate degree may receive six semesters of TAP payments.

All students must declare a major before (not during) their junior year. Recipients of TAP funding are subject to regulations governing satisfactory academic progress and program pursuit. The charts on p.16 outline those requirements. Lines 1 and 2 of the charts pertain to the satisfactory academic progress requirements; line 3 pertains to the program pursuit requirement. Repeated courses (registration in a class that has already met the student's degree requirements) do not count toward the minimum enrollment of 12 credits for full-time status. Additional information is available in the Office of Student Financial Services.

### Aid for Part-Time Study Program (APTS)

The Aid for Part-Time Study Program (APTS), a New York State grant program, is available to U.S. citizens or permanent residents who are part-time students (registered for a minimum of three and a maximum of 11.5 credits per semester) and who are New York State residents. Based on net New York State taxable income, APTS awards vary depending upon funding levels, and may provide up to \$1,000 or more per semester.

New York State requires that the University set a deadline for all applicants and that a list of final candidates be sent to Albany. Once the list of candidates is submitted, no other student may be added. Applicants must be in good academic standing and must have remaining TAP eligibility (i.e., they may not have already received eight semesters of TAP funding). Standards of satisfactory academic progress are measured in the same manner as the TAP program; students may refer to the TAP chart for details.

Applications are available in the Office of Student Financial Services and require income documentation.



## SALENA LIBRARY LEARNING CENTER

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

## THE LIBRARY

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

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

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

The reference collection, Reference

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

The Periodicals Department, with a large collection of both print titles and microforms, is located on the fourth floor. Digital reader/printers and photocopying machines are available. The Special Collections Department and the Library's "smart classroom" are also located on the fourth floor.

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

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

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## ACADEMIC AND INSTRUCTIONAL RESOURCES

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Michelle Relyea, Dean, Academic and Instructional Resources; (718) 488-1039 (3319)

**Academic Advisement Center**  
Elizabeth Holden, Associate Director  
(718) 488-1042

The Academic Advisement Center is a comprehensive resource center that provides entering, transfer and continuing students with information, guidance and the resources needed to make a successful adjustment to college life. The Center is staffed with professional advisers, and students are given individualized assistance with issues related to course selection, choosing a major, the financial aid process, social services and other personal concerns. Throughout the year, the Center offers workshops on topics such as study skills, time management, note taking, test taking and financing a college education.

The Center is responsible for the academic advisement and registration of all entering and incoming transfer students, except those otherwise specifically assigned to departments and programs.

Students with declared majors generally remain with the Academic Advisement Center for counseling and programming for one year (transfer students for one semester), after which they are transferred to their academic departments, where they are assigned a faculty or department adviser. Students with undeclared majors and certain preprofessional majors remain in the Academic Advisement Center until they have declared a major or until they have met the requirements for the professional phase of their majors.

### The Freshman Year Program

Melissa Grant, Director  
(718) 780-4359  
Melissa.Grant@liu.edu

The mission of the Freshman Program is to provide all new students with a solid foundation for academic, professional, and social success. Through special events, credit bearing courses, interactive workshops, and publications, the Freshman Program offers new students personal support and guidance in developing skills, identifying talents, exploring academic and professional opportunities, and forming meaningful relationships. It is the goal of the Freshman Program to help all new students acclimate to university life and ensure that they become an integral part of the LIU Brooklyn Campus.

The Freshman Program encompasses the following opportunities for students to achieve their personal, social, academic and professional goals: Orientation Day, Orientation Seminar 1: The University — Discovery & Change, Coop 1: Career Readiness, Coop 2: Professional Development, and The Student Mentor Program.

### Office of Career Services

Evelyn Lora, Director; (718) 488-1039

The Office of Career Services, Pratt Building, room 510, assists undergraduate students in formulating their career plan and in finding suitable employment. Services include career assessment and counseling, on-campus interviews, referrals to full-time, part-time and summer employment. Our office coordinates an annual career fair, internship fair and maintains a library of vocational materials, which consists of occupational infor-

mation, and company literature.

Workshops on career-related topics are offered on a regular basis can be scheduled at the request of faculty and student organizations.

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

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

After obtaining a Cooperative Education position students may enroll in COOP 2: Professional Development, a three-credit course that enables students to continue the career-education process by examining the relationship between academia and world of work.

Exposure within business, government, the public or private sector contributes significantly to students' educational, professional and personal development, often assisting students with career decision making and planning.

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

### Guided Studies Program

Elizabeth Holden, Director;  
(718) 488-1042

Students are enrolled in the Guided Studies Program on the basis of their scholastic background as determined at the time of admission. Housed in the

Academic Advisement Center, the Guided Studies program offers its students personalized attention and one on one academic counseling with a select group of specialized professional advisers. Throughout the academic year, the program offers a myriad of services for students such as social events, workshops, group advisement sessions and recognition awards for academic achievement. Upon satisfactory completion of 24 credits with at least a 2.0 grade point average, students are referred to faculty advisers in their major departments for further program guidance. The Guided Studies Program will be renamed the Plan for Academic Success in 2007.

## LEARNING RESOURCES

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

The many learning resources coordinate extra-classroom academic assistance for all Brooklyn Campus students. Primary cooperating programs are those listed below and Special Educational Services and Achievement Studies (see Special Programs).

**Academic Reinforcement Center**  
Courtney Frederick, Director;  
(718) 488-1040

The Academic Reinforcement Center, located in the Pratt Building, Suite 110, offers students assistance in mastering most undergraduate courses offered at the Brooklyn Campus. Tutoring is available to students in individual and group sessions two hours per week (there is a nominal processing fee). Tutoring offers a fresh outlook on course work for students who wish to excel in their studies, and it can be an important aid to those having difficulties achieving acceptable grades. Most tutors are Brooklyn Campus students, many of whom have taken the courses they tutor. The tutors represent the academic and cultural diversity of our student body and have distinguished backgrounds and proven excellence in their fields. The Center maintains a computer lab with word processing capabilities, as well as some interactive self-tutoring programs.

**Mathematics Center**  
Garland D. Poynter, Director;

Lourdes Zavitsas, Associate Director;  
(718) 488-1683

The Mathematics Center, located in room M-1105, offers students the opportunity to develop basic mathematics skills required for mathematics problem solving, as well as logical and analytical thinking. The Center has mathematical computer software available to students to assist with all mathematics courses. Televised mathematics classes are available in most mathematical areas under study. Also, individual tutors are available to assist with the use of software applicable to other areas of study – biology, chemistry, physics, pharmacy – offering useful tools for a better analysis and understanding of those disciplines. All students are eligible to participate, either voluntarily or upon instructor referral.

**Testing Center**  
Winifred Donahue, Director;  
Andres Marulanda, Assistant Director  
(718) 488-1019

Brooklyn Campus placement examinations and diagnostic tests for skills proficiency, as well as tests in the professions, are administered through the Testing Center, located in the Pratt Building. All entering students are required to take the Brooklyn Campus Placement Examination in skills areas before registration to assure proper academic advisement and minimum competency standards.

**Writing Center**  
Patricia Stephens, Director;  
(718) 488-1095

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

## FACILITIES AND SERVICES

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

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

The University network provides interconnectivity between all departmental and campus networks, and also provides connection between these networks and the Internet. This is accomplished by having a resilient high speed Gigabit Ethernet backbone that is supported by 6 Cisco® Catalyst® 6500 Series multilayer modular switches. The backbone extends to all University buildings and provides access to and from Fast Ethernet segments. Users' end nodes are connected at 10/100Mbps via a combination of Cisco Catalyst 6500, 4000 and 3500 access layer switches. A fiber optic Ethernet network interconnects the central computer configuration. We are currently multi-homed to the Internet by means of two Internet Service Providers (ISPs). The ISPs that we are using are Cogent and Cablevision Lightpath. They both provide us with a 100Mb link to the Internet. Our Internet-facing Cisco router includes a Cisco's Firewall Services Module which provide advanced security services including fire-walling capabilities.

In addition, over 4 Terabytes of online storage, tape drives, CD-ROMs, high-speed printers and laser printers are

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

### Computer Labs

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

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

Computer labs are generally available during the following hours:

M-Th: 9:00 a.m.-9:45 p.m.

F-Sa: 9:00 a.m.-5:45 p.m.

Su: 9:00 a.m.-4:45 p.m.

### Alan Stevens Computer Skills Facility

(718) 488-1319

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

### Faculty Media Resource Center

Devabrata Mondal;  
(718) 488-3326

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

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

### Multimedia Language Laboratory

Peter Kravsky, Associate Director;  
(718) 488-4567

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

### The Modern Language Center

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

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

### Alumni Association

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

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

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

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

Alumni Association benefits include the following:

- Use of University libraries on all campuses
- Use of Academic Computer Center
- Tuition-free undergraduate courses for undergraduate alumni.
- For information, call the Admissions Office and ask about the FARE program. The FARE program is described below on this page.
- Assistance with job placement and career development services, including job listings, interview and résumé workshops, and networking programs.

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

### FARE Program

The Free Alumni Refresher Education Program (FARE) permits Brooklyn Campus alumni who have held their baccalaureate degrees ten years or longer to register for a maximum of 12 credits in any credit-bearing undergraduate course, on a space-available basis, for which prerequisites have been completed. A \$25.00 registration fee (regardless of the number of courses), an accident insurance fee of \$9.00, and any course or materials fee will be charged, but tuition is waived.

For further information, contact the Office of Admissions.

### **Audiovisual Services**

Robert Barr, Director  
(718) 488-1348

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

### **Cultural Programs and Exhibitions**

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

### **Health Services**

Diane Green, Director  
(718) 246-6450

Emergency medical care for illness or injury occurring on campus is provided for all students in the Health Services office, located in University Towers, 175 Willoughby St., ground floor. Health Services is open Monday through Friday 9:00 a.m. to 5:00 p.m. Summer hours are Monday through Thursday, 8:45 a.m. to 5:30 p.m. When an ill or injured student requires assistance in going to Health Services, a security officer may be called: extension 55 or 1078 from an in-house phone or (718) 488-1078 from an outside phone. During evenings, weekends, holidays and other times when Health Services is closed, security may be called for assistance. In the event of a serious, life-threatening emergency, call 911 for EMS, and also security, extension 55 or 1078.

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

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

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

### **International Students' Services**

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

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

### **Office of Institutional Advancement**

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

The mission of the Office of Institutional Advancement is to cultivate community, legislative and corporate relations towards the goal of improving the Campus public image, facilitating acquisition of external funding, formulating new program initiatives, enhancing community partnerships and intra-agency linkages. OIA identifies and develops new resources for the Brooklyn Campus, coordinates external relations, and supports Campus enrollment and retention efforts. The Office also develops partnerships and initiatives that support the education of students and advance the university role as a community resource. It is available to assist fac-

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

### **Office of Veterans' Affairs**

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

### **Psychological Services Center**

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

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

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

### **Residence Life and Housing**

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

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

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

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

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

## SPECIAL PROGRAMS

### University Honors Program

James Clarke, Ph.D., Co-Director;  
Cris Gleicher, Co-Director;  
Susanna Yurick, Assistant Director;  
(718) 780-4023; Fax: (718) 780-4061

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 (see Contract Major below). Within the University, the Honors Program develops an active community of learners, providing opportunities for intellectual support, social interaction, and leadership development.

The University Honors Program is 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 Honors Semesters sponsored by the National Collegiate 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 on-line ([www.brooklyn.liu.edu/HONORS/index.html](http://www.brooklyn.liu.edu/HONORS/index.html)) 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

| Area   | Equivalent Honors Curriculum                                 | credits              | General Core Curriculum  | credits              |
|--------|--------------------------------------------------------------|----------------------|--------------------------|----------------------|
|        | OS 1 (Honors Sections)                                       | 1                    | OS 1                     | 1                    |
| H: I   | HEG 21                                                       | 3                    | COS 50                   | 3                    |
|        | HEG 22                                                       | 3                    | ENG 16                   | 3                    |
|        | (exempt from COS 50 and Eng 16 if in full Freshman Sequence) |                      | ENG 61-64                | 6                    |
|        |                                                              |                      |                          |                      |
| H: II  | HHP 21, 22                                                   | 6                    | PHI 61, 62               | 6                    |
| H: III | HLS 21, 22 or HLF 21, 22                                     | 6                    | FOREIGN LANGUAGE         | 6                    |
| H: IV  | HAR 21,22                                                    | 3                    | MUS/ART/DNC 61           | 3                    |
| SS: I  | HHI 21, 22 <sup>1</sup>                                      | 6                    | HIS 1, 2                 | 6                    |
| SS: II | HSS 21, HSS 22                                               | 6                    | SOCIAL SCIENCE           | 6                    |
| SS: II | HPS 21                                                       | 3                    | PSY 3                    | 3                    |
| Div 4  | HSP 21, 22                                                   | 3                    | SPE 3                    | 3                    |
|        | Honors Advanced Electives                                    | 9 or 12 <sup>2</sup> | Upper Level Liberal Arts | 9 or 12 <sup>2</sup> |

<sup>1</sup> Honors History is taken in conjunction with Honors English and Philosophy as part of the freshman sequence.

<sup>2</sup> Students who begin the Honors Program after they complete the Core Curriculum or the equivalent in transferred credits take 12 credits of Honors Electives to complete the program.

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)

Susanna Yurick, Bridge Programs Director; (718) 488-1049  
E-mail: susanna.yurick@liu.edu

Housed within the University Honors Program, the Bridge Programs offer qualified high school juniors and 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 a 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

Patricia King, 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)  
Pia Stevens Haynes, 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 eighth graders 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 after-school 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.

## 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.

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## **Special Educational Services, Achievement Studies, and Renaissance Services Programs for Disabled or Academically High-Risk Students**

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Jeffrey Lambert, Director;  
(718) 488-1044

For almost 40 years, the Special Educational Services, Achievement Studies, and Renaissance Services Programs have been coordinating Brooklyn Campus resources to meet the individual needs of students with disabilities and academically high-risk students from disadvantaged backgrounds, thus affording optimum opportunity for educational and career success. Campus architecture accommodates students' physical needs through ramps, sliding doors, adaptive technology and other special equipment and facilities. Special Educational Services, Achievement Studies, and Renaissance Service, located in the Pharmacy building, lower level, assist students in meeting other needs through (1) academic counseling and tutoring, (2) personal counseling, (3) career counseling and (4) coordination of sign language

interpreters, recorded reading materials and optical reading aids and other technologies. Students with disabilities – particularly those with special needs – are strongly encouraged to visit the campus and meet with the program director at least six months before admission. Students who may be interested in Achievement Studies or Renaissance Services, should inquire about their eligibility at the Admissions Office or at the Freshman Guidance Program (Guided Studies) office, respectively. For further information and application, write to Director, Special Educational Services, Achievement Studies, and Renaissance Services Program, Brooklyn Campus, Long Island University, 1 University Plaza, Brooklyn, NY 11201-5372.

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## **SCHOOL OF CONTINUING STUDIES**

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

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

### **Surgical Technology Certificate Program**

(718) 488-3322  
The Surgical Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Committee on Education in Surgical Technology (ARC-ST). The program is designed to provide students with the knowledge, skills and abilities to participate effectively pre-operatively, intra-operatively and post-operatively as part of the surgical team. A surgical technologist is the surgical team's expert in aseptic technique and is constantly monitoring any breaks in technique.

### **Vascular Technology Certificate Program**

Michael Hartman, Director  
(718) 488-1118

The Vascular Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS). The program is a combination of classroom lectures, laboratory sessions, and clinical rotations at some of the top vascular laboratories in the country. Students are able to utilize the many educational resources and social opportunities for academic and personal development.

### **Health Careers Institute**

Lydia Thomas, Director  
(718) 488-3439

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

### **Legal Studies Institute**

Kim Williams, Director  
(718) 488-1066

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

### **Corporate Education and Training Center**

Ameeta Chinkan, Director  
(718) 488-1361

The Professional Development Institute provides non-credit certificate

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

### Personal Enrichment Institute

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

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

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

### Academic Readiness Program

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

### Professional Studies Programs

In addition to the G.E.D. programs, the Personal Enrichment Institute offers courses in Fine Arts.

### English Language Institute

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

The English Language Institute provides English language instruction to foreign-born students and members of the non-English-speaking community. It consists of the Intensive Program in English and the Weekend Program. The Intensive Program in English is a full-time, noncredit college

program that offers English language instruction to foreign students who are matriculated at the Brooklyn Campus but lack the minimum competency in English. The Weekend Program provides both native and non-native speakers of English with low-cost instruction in basic writing, vocabulary expansion, accent reduction, and TOEFL preparation.

## GRADUATION REQUIREMENTS

**Note:** See *Global College (formerly Friends World Program) catalog* for description of *Global College graduation requirements*.

To qualify for a bachelor's degree, all students must complete or be exempted from all required Developmental Skills Mathematics and Basic Mathematics and the English Department Writing Program. Students must also complete the Core Curriculum, all required liberal arts and sciences courses, and all other departmental and University requirements announced in the Undergraduate Bulletin for the academic year in which they were matriculated or readmitted. Specific requirements, substitutions or exemptions, where relevant, are indicated.

### 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. See p.19 under Testing Center for Brooklyn Campus 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

|                                                                                                                                                                                     | Cr. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Developmental Skills                                                                                                                                                                |     |
| Developmental Skills Mathematics 01 and 09                                                                                                                                          | 0   |
| 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   |

\*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

|                                                                                                                              | Cr. |
|------------------------------------------------------------------------------------------------------------------------------|-----|
| English Composition: English 13, 14 (depending on placement) or English Composition for Nonnative Speakers: English 13x, 14x | 0-6 |

### Orientation

|                                                                                                                                           | Cr. |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Orientation Seminar 1                                                                                                                     | 1   |
| 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

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                    | 3 |
| Six credits from English 61, 62, 63, 64      | 6 |
| Area II: Philosophy 61, 62                   | 6 |
| Area III: Six credits in a Foreign Language* | 6 |

### Social Science (6 credits in each area)

|                           |   |
|---------------------------|---|
| Area I: History 1, 2      | 6 |
| Area II: Six credits from |   |

Anthropology 4, 5, Economics  
1, 2, Political Science 11, Psychology  
3, and Sociology 3 6

### Science and Mathematics

Area I: Eight credits from Biology  
1-2, 3-4, Chemistry 3, 4, 3x, 4x  
for professional majors 8  
or Ten credits from Physics 20,  
Chemistry 21 and Biology 22 for  
all other majors 10  
Area II: Three or four credits from  
Mathematics 11z, 12z, 15, 16, 30,  
or 40.\*\* 3-4

### Communication,

#### Visual and Performing Arts

Area I: Speech 3 3  
Area II: Three credits from Art, Dance,  
Music, or Theatre 61\*\*\* 3

*\*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 Language Department. Also, see p. 44.*

*\*\*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.

### Computer Literacy Requirements

All undergraduate students admitted to the Brooklyn Campus after the fall of 2002 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 in Fall 2006 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 accred-

ited institution will be exempt from the core curriculum computer literacy requirement and must contact the Testing Center to request this exemption. Transfer students entering in Fall 2006 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 96 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 Major Field

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

### 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 also formulate a thematic interdisciplinary minor with the approval of the Department Chair and the appropriate Dean. 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.)

### Distribution

Students in certain disciplines are required to take one distribution. A distribution is defined as at least six credits in one subject other than the major and in courses numbered above 100. See program models for specific departmental requirements.

### 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 (formerly Friends World Program) 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:

| Grade | Quality Point Equivalent | Grade | Quality Point Equivalent |
|-------|--------------------------|-------|--------------------------|
| A     | 4.0                      | C+    | 2.33                     |
| A-    | 3.67                     | C     | 2.0                      |
| B+    | 3.33                     | C-    | 1.67                     |
| B     | 3.0                      | D     | 1.00                     |
| B-    | 2.67                     | F     | 0.0                      |
|       |                          | P     | 0.0                      |

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 satisfactory work.

If a student fails to take a deferred final examination, the ABS is changed to F at the end of the next semester. If the ABS is made up, the final grade will appear on the student's permanent record as I followed by the grade.

A student who receives an ABS in the first half of a hyphenated course may take the second half of the course only with the written permission of the Chair of the department concerned.

A grade of F is assigned when a student misses the final examination in a course in which he or she was doing unsatisfactory work.

See p. 29, Absence from a Final Examination, for procedures for filing for a deferred final.

#### W (Withdrew)

The symbol W is assigned when a student officially withdraws from a course in which he or she was doing satisfactory work. See p. 29 for the procedure for withdrawing from one or more courses.

#### WF (Withdrew, 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 15 credits or more are eligible for a Dean's Award (see p.15).

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. The fee for late registration is \$10.00. Such a fee does not apply to students entering the Brooklyn Campus for the first time or to students reentering after an absence of a semester or more.

### 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 the Dean.

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## Definitions

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### 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.

### Major

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

Entering and transfer students should affiliate with one of the academic departments or be enrolled in a special program to ensure proper academic advisement. Students may elect to have a double major with the approval of the Chair of both departments (see p. 27). 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.

### **Distribution**

See p. 27.

### **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  $X = N \times Y$ , 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 unrepeatable F's. See p. 31, Repeating Courses. Quality points earned prior to September 2003 remain unchanged.

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 absent themselves 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 pub-

lished dates of deferred finals and p. 27 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; and
- 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 other work provably not their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation for a specific course assignment may be given the grade of zero for the work submitted and a failing grade for the course.

Any breach of discipline may result in disciplinary action, including suspension or dismissal. The Faculty-Student Judicial Review Board, in accordance with its procedures, may hear all cases

that may result in suspension or dismissal and will recommend an appropriate course of action to the Dean.

The activities of a student may upon occasion result in violation of state or federal law. Respect for the presumption of innocence requires that the 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 will 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 according to the schedule on p. 13.

### 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:

- Students must file an Application to Take Courses at Another Institution with their respective Dean's office. Students must have the relevant department verify the Brooklyn Campus equivalency and credits. The Dean may then grant permission. Note: the dean, not the department grants permission.
- The other institution must be a four-year accredited institution (two-year community colleges are unacceptable).
- It must not be within the New York City metropolitan area (within a 50-mile radius of Long Island University's Brooklyn Campus) except as noted below.
- Students may be permitted to take specialized courses not offered on Campus, e.g., Japanese, or Medieval Stained Glass Windows.
- Only credits for courses with grades of C or better may be transferred back to the Brooklyn Campus.

## Extracurricular Activities

### Student Activities

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

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

### Student Government Association

All enrolled students are members of the Student Government Association (SGA). The executive officers of the SGA, along with the elected representatives from each class, constitute the Student Council. Some of the Council's many duties include allocating of funds to all campus clubs; approving the formation of new organizations; and sponsoring extracurricular programs of intellectual, cultural and social appeal for the student body. In addition to its administrative functions, the Council acts as a liaison between the student body and the faculty and administration.

Participation Eligibility: All students, including entering freshmen, in good academic standing and not on probation (academic or disciplinary) are eligible to take part in the extracurricular activities program. Intelligently selected activities that round out a liberally based education are encouraged.

### Organizations

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

### Media

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

### Athletics

John Suarez, director  
(718) 488-1030

### Intercollegiate Athletics Program

The University recognizes the value of an athletics program that develops self-discipline, character, teamwork and sportsmanship. Long Island University is a member of the NCAA and ECAC. The Brooklyn Campus sponsors 17 sports that are classified as Division I and participates as a member of the Northeast

Conference. The teams for women include basketball; cross-country, indoor and outdoor track; soccer; softball; tennis, volleyball, lacrosse and golf. The teams for men include baseball; basketball; cross-country, indoor and outdoor track; golf and soccer. Men and women students in good academic standing who meet the regulations governing intercollegiate athletics may participate on varsity teams sponsored by the University. All freshmen and other students in their first semester of full-time enrollment (12 or more credits) must be certified for practice, competition and athletically related financial aid by the NCAA Initial-Eligibility Clearinghouse. Continuing and transfer students are certified for practice, competition and athletically related financial aid by the Certifying Officer appointed by the University. Requirements for continuing and transfer students are dictated and legislated by the NCAA and may involve certification from the NCAA Initial-Eligibility Clearinghouse.

### **Intercollegiate Athletics Council**

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

### **Intramural Programs**

The University recognizes the personal and social value of intramural and recreational activities for men and women. A program of intramural sports offers opportunities to compete in various sporting activities, to name a few, weight training, basketball and soccer with fellow students from the University. There are also tournaments for the various sporting activities.

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## **Honor Societies**

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### **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.)

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## **Departmental Honor Societies**

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### **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.

### **Business**

#### *Sigma Beta Delta*

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

### **Chemistry**

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

In 1956 the American Chemical Society granted a charter authorizing the establishment of a student affiliate group of the American Chemical Society at 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 3.50 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, SPJ is dedicated to advancing the purposes and ethics of Journalism, as well as to helping members express their aspirations and achieve their career objectives. The current unit works closely with The Deadline Club, an organization of professional media journalists in the New York area. Journalism students are eligible for admission to the society provided they achieve satisfactory grades in their major and sign a pledge indicating intention to practice Journalism as a profession.

### Nursing

#### *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

#### *Pi Sigma Alpha*

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

### Psychology

#### *Psi Chi*

Psi Chi is the 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.

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## AWARDS

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### The George Polk Awards

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The George Polk Awards are conferred annually in recognition of special achievement in journalism. Established by Long Island University in 1949, the awards commemorate George Polk, a CBS correspondent who was murdered during the Greek civil war while on an

assignment to reach a guerrilla leader for an interview. Past recipients have included journalists for national, regional and local newspapers and magazines; television; and other media, such as photography and documentaries. Dr. Robert D. Spector, Chair of the Awards Committee; Sidney Offit, Curator.

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## Departmental Awards

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

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## Special Awards

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### 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 Albert A. Berman Memorial Prize

Dedicated to the late Professor of English, Albert A. Berman, whose major interest was in Greek and Roman classical literature, this annual prize of \$50 is awarded for the best essay written by any Brooklyn Campus student in an advanced undergraduate English class during each academic year. The prize has been donated by Dr. Berman's mother, Clara Berman.

### The Albert A. Berman Memorial Senior Honors Award

This award of \$50 is presented annually in memory of Dr. Albert A. Berman for the outstanding paper submitted by a senior to a University Honors course.

### 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 undergraduates to achieve their potential.

### Maren Lockwood Carden Award in Sociology

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

### Chwat & Company Award

The Chwat & Company Award, established in 1983, is given to the outstanding graduating senior majoring in Political Science who best combines an outstanding academic record with service to school or community.

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

### 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.

### CPA Review Course Scholarship Awards

Awards are presented to outstanding seniors selected by the Accounting, Taxation and Law Department.

### 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.

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

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

**Economics-Mathematics Honor Award**

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

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

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

**Margaret Fuchs Memorial Faculty 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.

**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 Harriet Rothkopf Heilbrunn '32 Endowed Scholarship Fund**

Established by alumna Harriet Rothkopf Heilbrunn '32, and her husband, Robert '32, this fund provides five full-time or an equivalent mix of full- and part-time scholarships to students who demonstrate superior scholastic achievement and financial need. Consideration is given to students who attend college on a part-time basis because of work or family responsibilities (or both) and who are single heads of households. At least one scholarship is awarded annually to a School of Nursing student.

**Johanna Henn Scholarship**

Scholarship funds to be used by deserving students enrolled at Long Island University have been provided through a trust in memory of Johanna Henn '40.

**The Michael Hittman & Meryl Singer Award**

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

**The Jacob L. Holtzmann 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.

**The Hughes Foundation/Provost Scholarship**

This scholarship, established in 2002, is open to undergraduate business majors. It was created in honor of Edward and Irene Hughes who bequeathed funds to various Brooklyn educational institutions and not-for-profit organizations to promote good will. Dr. Harry English, a former adjunct professor, and his wife, Eileen English, help administer the Foundation.

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

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

**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.

**Amy and Theodore E. Kruglak Award**

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 Contributed Scholarship 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.

**The Charles and Jennie Modica Memorial Scholarship Award**

This award was established by Pauline Modica, '35, in memory of her parents, Charles and Jennie Modica. It is given annually to a student with outstanding academic achievement in science.

**David Moldofsky Memorial Award**

This award is given twice yearly to an outstanding Brooklyn Campus graduate who has a disability.

**New York Physical Therapy Association**

This award is presented to the member of the Physical Therapy graduating class who presents an outstanding overall record, including participation in the American Physical Therapy Association.

**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 Michael Palen Memorial Scholarship**

This scholarship fund was established in 2004 by alumnus Michael Palen '68, to support undergraduate business students. Mr. Palen was a lifelong resident of Brooklyn who majored in management and then went on to a successful career on Wall Street. It is awarded to promising high school students with good grades who wish to study a field of business.

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

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

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

An annual award is presented in memory of Melvin A. Pasternack B.A., '54, M.S., '55, to an outstanding graduating 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.

### **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 Sidney Presser Memorial Awards**

These awards are presented, first, to a freshman Journalism major who has served on a high school newspaper and has submitted the best bylined news stories or published photographs; a second yearly prize honors the best article published in Seawanhaka, the Brooklyn Campus newspaper. These awards are given in memory of Sidney Presser by his family, who wish to recognize a Journalism student who has excelled in scholastic journalism.

### **Marion Prottas Endowed Scholarship**

This scholarship was established in 2000 by David Prottas in memory of his mother, Marion, who had a distinguished career as a health administrator. This academic scholarship, renewable for four years, is awarded to an undergraduate student in the School of Business, Public Administration and Information Sciences who expresses interest in pursuing a career in health administration.

### **Melvin Prottas Endowed Scholarship Fund**

This scholarship was established in 1999 by David Prottas in memory of his father, Melvin, who valued higher education opportunities for students in need of financial support. This academic scholarship, renewable for four years, is awarded to an undergraduate student in the School of Business, Public Administration and Information Sciences with a minimum 3.2 GPA.

### **The Dean Howard K. Rice Scholarship Award**

Established by alumni to honor their former business professor, Howard K. Rice, for his outstanding abilities as a teacher, this award is given annually to two outstanding students majoring in Finance, Management or Marketing.

### **Carl and Annette Rosner Award**

This award is presented annually to the graduating senior with a good scholastic record who has shown good character, initiative and qualities of leadership in the field of Marketing.

### **The Frank Ross Endowed Scholarship**

This scholarship was established in 2002 by Frank Ross '66, '68. It is open to undergraduate business majors with a GPA of 3.0 or better. Mr. Ross was a managing director of KPMG, one of the founders of the National Association of Black Accountants and received an honorary degree from the University in 2000.

### **The Professor Leo Schloss Scholarship Fund Awards**

This fund was established by alumni to honor their esteemed teacher, Professor Leo Schloss, for his outstanding qualities in guiding students to reach their potential. Annually, awards are given to the outstanding Accounting graduates who have earned their bachelor's or master's degrees, and a full scholarship is granted to an outstanding entering freshman majoring in accounting.

### **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.

### **Arnold Schwartz Memorial Scholarship in Nursing**

This award is presented in memory of Arnold Schwartz to a Nursing student with an outstanding academic record who is in financial need.

### **The Irene Sell Award**

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 Israel Teitelbaum Award for Excellence in Quantitative Analysis**

This award was established in 1999 to honor Professor Israel Teitelbaum upon his retirement from the University after 32 years of distinguished service as a professor of quantitative analysis and business statistics. A \$1000.00 cash award is presented annually to an outstanding undergraduate or graduate student in the School of Business who has successfully completed at least two courses in quantitative analysis, statistics or applied business computer skills and who has shared his or her knowledge and skills by tutoring other students.

#### **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 Woll '64 Memorial Award**

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

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### **Service Awards**

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

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### **Athletic Awards**

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

#### **Athlete of the Year**

The ECAC Award, 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, note-

worthy 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.

# RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

Richard L. Conolly College of Liberal Arts and Sciences at Long Island University's Brooklyn Campus offers an Associate in Arts degree. It offers Bachelor of Arts degrees to students whose major fields are Economics, English, Foreign Languages and Literature, History, Humanities, Journalism, Media Arts, Music (Applied Music, Music Theory, Jazz Studies), Philosophy, Political Science, Psychology, Social Science, Social Work, Sociology-Anthropology, Speech, and Visual Arts; Bachelor of Fine Arts degrees in Art Education, Studio Art, Dance, and Music (Jazz Studies); and Bachelor of Science degrees to students whose major fields are Biochemistry, Biology, Chemistry, Mathematics, Communication Sciences and Disorders and Music Education. A selection of Theatre courses is also offered. The College is named in honor of Admiral Richard L. Conolly, who was the University's president from 1953 to 1962.



## Fields of Study

The fields of study offered are as follows:

|                   |                   |
|-------------------|-------------------|
| Biochemistry      | Media Arts        |
| Biology           | Music (Applied    |
| Chemistry         | Music, Music      |
| Communication     | Theory, Jazz      |
| Sciences and      | Studies)*         |
| Disorders         | Philosophy*       |
| Dance             | Physics**         |
| Economics         | Political Science |
| English           | Psychology        |
| Fine Arts         | Social Science    |
| Foreign Languages | Social Work       |
| and Literature*   | Sociology/        |
| History           | Anthropology      |
| Humanities        | Speech            |
| Journalism        | Theatre**         |
| 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 | Foreign Languages |
| Sciences and  | (French, Italian  |
| Disorders     | and Spanish)      |
| English       | Humanities        |
|               | Philosophy        |

### II. Division of Science

|                  |             |
|------------------|-------------|
| Biochemistry     | Chemistry   |
| Biology (Medical | Mathematics |
| Technology,      | Physics     |
| Cytotechnology,  |             |
| Nuclear          |             |
| Medicine         |             |
| Technology and   |             |
| Molecular        |             |
| Biology)         |             |

### III. Division of Social Science

|                   |                |
|-------------------|----------------|
| Economics         | Social Science |
| History           | Social Work    |
| Political Science | Sociology/     |
| Psychology        | Anthropology   |

### IV. Division of Communications, Visual and Performing Arts

|                  |                |
|------------------|----------------|
| Communication    | Journalism     |
| Studies,         | Media Arts     |
| Performance      | Music (Applied |
| Studies and      | Music, Music   |
| Theatre (Speech) | Theory, Jazz   |
| Dance            | Studies)       |
| Fine Arts        |                |

### Pre-Law Advisement

Students who are 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 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. John Ehrenberg, Political Science Department, Room H-844; (718) 488-1057.

### Premedical and Preprofessional Evaluating Committee

The Premedical and Preprofessional Evaluating Committee serves to aid students planning to apply to schools of medicine, dentistry, chiropractic, podiatry, osteopathy, optometry and veterinary medicine. Advisers are available in the Science Division to advise 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.

## Associate Degree

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:

|                                                                                   |     |
|-----------------------------------------------------------------------------------|-----|
| Proficiency Courses                                                               | Cr. |
| English 13, 14, (depending on placement)                                          | 0-6 |
| Proficiency or basic mathematics courses, as determined by placement examinations |     |
| Orientation Seminar 1                                                             | 1   |
| Core Curriculum                                                                   |     |
| Humanities                                                                        |     |
| Core Seminar 50                                                                   | 3   |
| English 16                                                                        | 3   |
| English 61-64                                                                     | 6   |
| Foreign Language                                                                  | 6   |
| Philosophy 61, 62                                                                 | 6   |

### Social Science

|                                    |   |
|------------------------------------|---|
| History 1, 2                       | 6 |
| Anthropology 4, 5, Economics 1, 2, |   |
| Political Science 11,              |   |
| Psychology 3, Sociology 3          | 6 |

### Science/Mathematics

|                           |      |
|---------------------------|------|
| Science                   | 8-10 |
| Mathematics 11, 15, or 30 | 3-4  |

### Communications

|                                 |   |
|---------------------------------|---|
| Art, Dance, Music or Theatre 61 | 3 |
| Speech 3                        | 3 |

### 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 seek counseling. For further information, contact Associate Dean, Richard L. Conolly College.

## HUMANITIES (DIVISION I)

The Division of Humanities includes the Departments of Communication Sciences and Disorders, English, Foreign Languages and Literature, and Philosophy. Students must fulfill the requirements of the core curriculum listed on p. 25, satisfy the requirements of their major, and present one distribution. The required distribution is determined by the department in which the student is majoring.

Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

## Communication Sciences and Disorders

Professor Moses (Chair)  
Associate Professors Geller (Graduate Director), Koenig, Champion, Walters  
Assistant Professors Shi, G. Youmans, S. Youmans  
Instructor Riquelme  
Clinical Administrators  
Blum (Clinical Director),  
Dwyer (Assistant Clinical Director)  
Adjunct Faculty: 3

The Department of Communication Sciences and Disorders seeks to advance the study of human communication sciences and disorders within a culturally and linguistically diverse society. Intellectual growth is promoted through

the recognition and expression of multiple theoretical, cultural, and individual perspectives. The department fosters respect for diversity and a commitment to serve individuals with communication problems.

Students are provided with a broad liberal arts and sciences foundation, a knowledge base specific to speech-language pathology and audiology, and the skills necessary to integrate knowledge across areas in preparation for graduate study in Speech-Language Pathology.

The Department of Communication Sciences and Disorders offers two undergraduate tracks.

**B.S. in Communication Sciences and Disorders**

**B.S./M.S. in Communication Sciences and Disorders/Speech-Language Pathology**

Students can also participate in the department's active chapter of the National Student Speech Language and Hearing Association (NYSLLHA).

Students majoring in Communication Sciences and Disorders are required to adhere to the proficiency and core requirements of Conolly College and the University. The core curriculum consists of a set of required courses in science, mathematics, humanities and social sciences. In addition, students must take the following coursework: Speech-Language Pathology 100, 104, 113, 125, 133, 213, 231, 233, 321, 331, 410, 411, 421; Speech 100; Teaching and Learning 251; and Psychology 107, 108, 110, and 150 or Mathematics 100.

To be accepted as a major in the program, students must have achieved a minimum of a 3.0 cumulative grade point average (GPA). Admission is contingent upon an interview with departmental faculty.

Once admitted to the major, students must maintain a minimum cumulative grade point average of 3.0 and must earn at least a B- in the following courses: Speech 100, Speech-Language Pathology 100, 104, 113, 125, 133 and 231. Otherwise, students will not be permitted to continue on to 300- and 400-level courses. Students may repeat a course no more than once.

Also, students must not receive more than two grades of C+ or lower in all other courses in the major. Grades lower than C+ will not be counted towards the major requirements.

#### **B.S./M.S. in Communication Sciences and Disorders/ Speech-Language Pathology**

The B.S./M.S. track is offered to new freshmen, students currently enrolled at L.I.U. and to transfer students. Students admitted to this track will have the opportunity to make a smooth transition from undergraduate pre-professional stud-

ies to graduate professional studies.

Students who qualify for the special track and who remain in good standing are guaranteed an uninterrupted continuation into their graduate studies ultimately earning a B.S. in Communication Sciences and Disorders and an M.S. in Speech-Language Pathology. Although students begin taking graduate courses in their senior year, students requiring proficiency and skills courses may have a lengthened course of study.

Admission to the B.S./M.S. track. Students may apply to the B.S./M.S. track either as (1) Entering freshman, (2) Current L.I.U. students, (3) Transfer students. Program models are listed below.

An application may be obtained from the Admissions Office. Admission to the B.S./M.S. track does not guarantee progression to higher level courses required for the M.S. degree. Students must meet specific competency standards at the end of their freshmen and sophomore years in order to continue in the track. Only students who have a minimum cumulative 3.5 GPA overall and in required SLP courses by the end of the Spring semester of their sophomore year will be permitted continuation in the B.S./M.S. track.

#### **Entering freshmen**

(Fall admission only) who have demonstrated exceptional academic performance in high school may be admitted into the B.S./M.S. track.

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

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

#### **Admissions Procedures:**

Applicants will be required to submit a completed application, three academic letters of recommendation and a personal statement.

The CSD Admissions Committee will review applications. Those applicants meeting the above criteria may be invited to a personal interview and to complete a writing sample in order to evaluate writing proficiency.

Applicants must demonstrate English writing proficiency.

Academic Standing:

In order to continue in the B.S./M.S. track, students must achieve a minimum grade of B+ in the following courses: SPE 100: Voice and Diction; SLP 100: Culture, Communication and Language I; SLP 104: Phonetics; SLP 113: Anatomy & Physiological Bases of Speech and Language I; SLP 125: Culture, Communication and

Language II; SLP 133: Speech Science I.

All students must maintain a 3.5 average with no grades lower than B in math, science, psychology and advanced SLP courses.

Students who receive a grade lower than a B in any course must retake that course. Students may not retake more than one SLP course. If a student receives more than 1 grade below B, the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. track.

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

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

#### **Current L.I.U. Students**

##### **Admissions Criteria:**

Admission to the B.S./M.S. track is competitive. Completion of 60 undergraduate credits by date of admission  
A minimum overall GPA of 3.2

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

##### **Admissions Procedures:**

Applicants will be required to submit a completed application, three letters of recommendation (two academic), and a personal statement.

The CSD Admissions Committee will review applications. Those applicants meeting the above criteria may be invited to a personal interview and to complete a writing sample in order to evaluate writing proficiency.

Applicants must demonstrate English writing proficiency.

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

Students must maintain a minimum cumulative GPA of 3.2.

Students may not receive grades lower than B- in math, science, psychology and advanced SLP courses.

Students who receive a grade lower than a B- in any course must retake that

course. Students may not retake more than one SLP course. If a student receives more than one grade below B-, the Academic Standing Committee will review his or her academic record to determine whether he or she will be permitted to continue in the B.S./M.S. track.

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

#### Transfer students

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

#### Admissions Criteria:

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

Completion of 60 undergraduate credits by date of admission

A minimum overall GPA of 3.2

Undergraduate courses must include English Composition, Psychology, Introduction to Speech (Voice and Diction), and Science (Biology and Physics)

Satisfactory interview

Demonstration of English writing proficiency

#### Admissions Procedures:

Applicants will be required to submit a completed application, three letters of recommendation (two academic), and a personal statement.

The CSD Admissions Committee will review applications. Those applicants meeting the above criteria may be invited to a personal interview and to complete a writing sample in order to evaluate writing proficiency.

Applicants must demonstrate English writing proficiency.

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

Students must maintain a minimum cumulative GPA of 3.2.

Students may not receive grades lower than B- in math, science, psychology and advanced SLP courses.

Students who receive a grade lower than a B- in any course must retake that course.

Students may not retake more than one SLP course. If a student receives more than 1 grade below B-, the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. track.

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

#### Program Model

|                                                                                                                                                                                     | Cr |                                                  |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------|----|
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25                                                                                                                          |    | <i>Second Semester</i>                           | 18 |
| Department of Communication Sciences and Disorders Requirements                                                                                                                     | 42 | SLP 331 Lang Acq                                 |    |
| Required Related Courses                                                                                                                                                            |    | Across Life Span II                              | 3  |
| (Fulfill Distribution)                                                                                                                                                              | 15 | PSY 108 Dev Psy II                               | 3  |
| Speech 100                                                                                                                                                                          | 3  | Biology 22                                       | 3  |
| <b>Electives</b> (to be determined by proficiency requirements)                                                                                                                     |    | Elective (Sign I)                                | 3  |
|                                                                                                                                                                                     |    | Philosophy 62                                    | 3  |
|                                                                                                                                                                                     |    |                                                  | 15 |
| <b>Recommended Course of Studies</b>                                                                                                                                                |    | <b>Fourth Year</b>                               |    |
| (A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program. See p. 25). |    | <i>First Semester</i>                            |    |
|                                                                                                                                                                                     |    | SLP 321 Audiology I                              |    |
|                                                                                                                                                                                     |    | (Hearing Science)                                | 3  |
|                                                                                                                                                                                     |    | SLP 410 Intro to Com Dis I                       | 4  |
|                                                                                                                                                                                     |    | Psy 110 Abnormal Psy                             | 3  |
|                                                                                                                                                                                     |    | Elective (Sign II)                               | 3  |
|                                                                                                                                                                                     |    | Elective                                         | 3  |
|                                                                                                                                                                                     |    |                                                  | 16 |
| <b>Model B.S. in Communication Sciences and Disorders</b>                                                                                                                           |    | <i>Second Semester</i>                           |    |
| <b>First Year</b>                                                                                                                                                                   |    | SLP 411 Intro to Com Dis II                      | 4  |
| <i>First Semester</i>                                                                                                                                                               |    | SLP 421 Audiology II (Rehabilitation)            | 3  |
| Speech 3                                                                                                                                                                            | 3  | PSY 150 or MAT 110 Statistics                    | 3  |
| English 16                                                                                                                                                                          | 3  | Elective (Sign III)                              | 3  |
| History 1                                                                                                                                                                           | 3  |                                                  | 13 |
| Foreign Language                                                                                                                                                                    | 3  |                                                  |    |
| Social Science                                                                                                                                                                      | 3  | <b>Model for B.S./M.S. Program</b>               |    |
| Orientation Seminar                                                                                                                                                                 | 1  | <b>Entering Freshmen</b>                         |    |
|                                                                                                                                                                                     | 16 | <b>Undergraduate Core and Foundation Courses</b> |    |
| <i>Second Semester</i>                                                                                                                                                              |    | <b>First Year – Core and Foundation courses</b>  |    |
| Speech 100                                                                                                                                                                          | 3  | <i>First Semester</i>                            |    |
| Core Seminar 50                                                                                                                                                                     | 3  | Speech 3                                         | 3  |
| History 2                                                                                                                                                                           | 3  | English 16                                       | 3  |
| Foreign Language                                                                                                                                                                    | 3  | History 1                                        | 3  |
| Mathematics 16                                                                                                                                                                      | 3  | Foreign Language                                 | 3  |
| Social Science                                                                                                                                                                      | 3  | Social Science                                   | 3  |
|                                                                                                                                                                                     | 18 | Orientation Seminar                              | 1  |
| <b>Second Year</b>                                                                                                                                                                  |    |                                                  | 16 |
| <i>First Semester</i>                                                                                                                                                               |    | <i>Second Semester</i>                           |    |
| SLP 100 Culture, Comm & Lang I                                                                                                                                                      | 3  | Speech 100                                       | 3  |
| SLP 104 Phonetics                                                                                                                                                                   | 4  | Core Seminar 50                                  | 3  |
| English 61-64                                                                                                                                                                       | 3  | History 2                                        | 3  |
| Physics 20                                                                                                                                                                          | 4  | Foreign Language                                 | 3  |
| TAL 251 Students w Spec Needs                                                                                                                                                       | 3  | Mathematics 16                                   | 3  |
|                                                                                                                                                                                     | 17 | Social Sciences                                  | 3  |
| <i>Second Semester</i>                                                                                                                                                              |    |                                                  | 18 |
| SLP 113 Anat & Physio                                                                                                                                                               |    | <b>Second Year – Core and Foundation Courses</b> |    |
| Bases for S & L I                                                                                                                                                                   | 3  | <i>First Semester</i>                            |    |
| SLP 125 Culture, Comm & Lang II                                                                                                                                                     | 3  | SLP 100 Culture, Comm & Lang I                   | 3  |
| SLP 133 Speech Science I                                                                                                                                                            | 3  | SLP 104 Phonetics                                | 4  |
| English 61-64                                                                                                                                                                       | 3  | English 61-64                                    | 3  |
| Philosophy 61                                                                                                                                                                       | 3  | Physics 20                                       | 4  |
|                                                                                                                                                                                     | 15 | Philosophy 61                                    | 3  |
| <b>Third Year</b>                                                                                                                                                                   |    |                                                  | 17 |
| <i>First Semester</i>                                                                                                                                                               |    | <i>Second Semester</i>                           |    |
| SLP 213 Anat & Physio Bases                                                                                                                                                         |    |                                                  |    |
| for S & L II                                                                                                                                                                        | 3  |                                                  |    |
| SLP 231 Lang Acq                                                                                                                                                                    |    |                                                  |    |
| Across Life Span I                                                                                                                                                                  | 3  |                                                  |    |
| SLP 233 Speech Science II                                                                                                                                                           | 3  |                                                  |    |
| Chemistry 21                                                                                                                                                                        | 3  |                                                  |    |
| PSY 107 Dev Psych I                                                                                                                                                                 | 3  |                                                  |    |
| Art, Dance or Music 61                                                                                                                                                              | 3  |                                                  |    |

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

**Third Year – Core and Foundation Courses**

*First Semester*

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

*Second Semester*

|                                      |           |
|--------------------------------------|-----------|
| SLP 331 Lang Acq Across Life Span II | 3         |
| PSY 108 Dev Psy II                   | 3         |
| Biology 22                           | 3         |
| PSY 110 Abnormal Psy                 | 3         |
| Philosophy 62                        | 3         |
|                                      | <u>15</u> |

**Fourth Year – Completion of Foundation Courses and Graduate Coursework**

*First Semester*

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

*Second Semester*

|                                       |           |
|---------------------------------------|-----------|
| SLP 411 Intro to Com Dis II           | 4         |
| SLP 421 Audiology II (Rehabilitation) | 3         |
| *SLP 602 Adv. Lang Acq                | 3         |
| *SLP 603 Multicultural Foundations    | 1         |
| Elective                              | 2         |
|                                       | <u>15</u> |

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

\*Graduate Courses

**Graduate Core Courses**

**Fifth Year**

*First Semester*

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

*Second Semester*

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

**Possible Summer Options**

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

**Sixth Year**

*First Semester*

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

*Second Semester*

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

**Possible Summer Options**

|                                                         |   |
|---------------------------------------------------------|---|
| *SLP 631 Topics Communication Sciences and Disorders II | 3 |
|---------------------------------------------------------|---|

**Total Credits: 54 credits toward the Master of Science Degree in Speech-Language Pathology.**

\* These courses will also be offered during Fall or Spring Semesters. Other SLP courses may be offered in the summer.  
+Students pursuing the Teacher of Students with Speech and Language Disabilities are required to complete SLP 611B Intermediate Practicum in a school setting and pass the New York State Teacher Certification Exams.

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

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

**Current L.I.U. Students and Transfer Students**

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

**Undergraduate Core and Foundation Courses**

**Transfer Year One – Foundation Courses**

*First Semester*

|                                |           |
|--------------------------------|-----------|
| SLP 100 Culture, Comm & Lang I | 3         |
| SLP 104 Phonetics              | 4         |
| SLP 113 Anat & Phys for S-L I  | 3         |
| SLP 133 Speech Science I       | 3         |
| Core/Elective                  | 3         |
|                                | <u>16</u> |

*Second Semester*

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

**Transfer Year Two – Completion of Foundation Courses and Graduate Coursework**

*First Semester*

|                                     |           |
|-------------------------------------|-----------|
| SLP 331 Lang Acq Life Span II       | 3         |
| SLP 321 Audiology (Hearing Sci) - I | 3         |
| SLP 410 Intro to Comm Dis I         | 4         |
| PSY 108 Dev Psych II                | 3         |
| PSY 110 Abnormal Psych              | 3         |
| *SLP 608 Seminar                    | 1         |
|                                     | <u>17</u> |

*Second Semester*

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

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

\*Graduate Courses

**GRADUATE CORE COURSES**

**Year Three – Graduate Courses**

*First Semester*

|                                  |           |
|----------------------------------|-----------|
| SLP 602 Adv. Lang. Acq.          | 3         |
| SLP 603 Bil/Multicul Fnd I       | 3         |
| SLP 606 Adv. Neuroanatomy        | 3         |
| SLP 620 Comp. Phonol & Disorders | 3         |
| SLP 620.1 Phonol Analysis Lab    | 0         |
|                                  | <u>12</u> |

*Second Semester*

|                                  |           |
|----------------------------------|-----------|
| SLP 604 Bil/Multicul Fnd II      | 3         |
| SLP 605 Diagnostic Process       | 3         |
| SLP 640 Lang Dis Children        | 3         |
| SLP 609 Speech Science & Instrum | 3         |
|                                  | <u>12</u> |

**Possible Summer Options**

|                               |  |
|-------------------------------|--|
| *SLP 630 Topics Communication |  |
|-------------------------------|--|

|                               |   |
|-------------------------------|---|
| Sciences and Disorders I      | 3 |
| *SLP 615A Audiology Practicum | 1 |

**Year Four – Graduate Courses***First Semester*

|                                |           |
|--------------------------------|-----------|
| SLP 607 Topics in Audiology    | 3         |
| SLP 621 Fluency                | 3         |
| SLP 610A Clinical Practicum    | 2         |
| SLP 614A Diagnostic Practicum  | 1         |
| SLP 641 Aphasia/Adult Neurogen | 3         |
|                                | <u>12</u> |

*Second Semester*

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

**Possible Summer Options**

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

**Year Five – Graduate Courses***First Semester*

|                             |          |
|-----------------------------|----------|
| SLP 612A Advanced Practicum | 1        |
| SLP 622 Voice Disorders     | 3        |
|                             | <u>4</u> |

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

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

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

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

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**English**


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Professors Bennet Dilworth, Hullot-Kentor, Kleinberg, Malinowitz, Matz, Mutnick, Parascandola, Pattison, Silverstein  
Professors Emeriti Bernard, Braid, Henning, Hyneman, Longtin, Scott, Silveira, Small, Spector, Templeton, Zilversmit  
Associate Professors C. Allen, Gilles (Chair), Haynes, Horrigan, Li, McCrary, Stephens, Warsh

Associate Professor Emeritus Boggan  
Assistant Professors Almeida-Beveridge, Hallet, High, Killoran, King, McGarrity, Schweizer, Swaminathan  
Instructors Antinori, Sohn, Yoffie  
Adjunct Associate Professors Berninger, Boutwell  
Adjunct Assistant Professor Larson  
Adjunct Faculty: 30

In addition to the English Department Writing Program and the Surveys of Literature in English required in the Humanities core curriculum, the Department provides 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. Majors choose one of three concentrations: Literature, Creative Writing, or Writing and Rhetoric.

**Literature Concentration****Program Model****Proficiency Courses and**

**Core Curriculum** – see p. 25.

|                                                              |    |
|--------------------------------------------------------------|----|
| <b>Department Requirements*</b>                              | 30 |
| 1. English 101, 128, 129, 158, 159, 169, 190                 |    |
| 2. 9 credits in other English courses numbered 100 or higher |    |

**Distribution** 6

Division I or III

**Electives** (to be determined by proficiency requirements)

**Creative Writing Concentration**  
**Program Model**
**Proficiency Courses and Core Curriculum** — see p. 25.

|                                                                                                                                                                                                                  |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Department Requirements*</b>                                                                                                                                                                                  | 30 |
| 1. English 101, 104, 191                                                                                                                                                                                         |    |
| 2. 9 credits chosen from 165, 166 167, or 168. Students concentrating on the essay will take 103 and 6 credits from 165, 166, 167 or 168. Students may take no more than two advanced courses in the same genre. |    |
| 3. 12 credits in literature, 6 chosen from 128, 129, 158, or 159; one course must be either 129 or 159.                                                                                                          |    |

**Distribution** 6

Division I or III

**Electives** (to be determined by proficiency requirements)

**Writing and Rhetoric**  
**Concentration Program Model**
**Proficiency Courses and Core**

**Curriculum**—see p. 25.

**Department Requirements\*** 30

1. English 101, 171, 172, 192
2. 9 credits chosen from 173, 174, 175, 103 or 168
3. 6 credits in literature, chosen from 128, 129, 158, 159 or 169
4. 3 credits in literature, chosen from courses numbered 100 or higher.

**Distribution** 6

Division I or III

**Electives** (to be determined by proficiency requirements)

*\*Majors preparing to become teachers should consult the Department of Education for additional requirements.*

**Recommended Course of Studies**

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

**First Year***First Semester*

|                       |           |
|-----------------------|-----------|
| English 16            | 3         |
| Philosophy 61         | 3         |
| Foreign Language      | 3         |
| History 1             | 3         |
| Speech 3              | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

*Second Semester*

|                  |           |
|------------------|-----------|
| Core Seminar 50  | 3         |
| Philosophy 62    | 3         |
| Foreign Language | 3         |
| History 2        | 3         |
| Mathematics 16   | 3         |
|                  | <u>15</u> |

**Second Year***First Semester*

|                                 |           |
|---------------------------------|-----------|
| English 61-64                   | 3         |
| Social Science                  | 3         |
| Physics 20                      | 4         |
| Art, Dance, Music or Theatre 61 | 3         |
| Elective                        | 3         |
|                                 | <u>16</u> |

*Second Semester*

|                |           |
|----------------|-----------|
| English 61-64  | 3         |
| Social Science | 3         |
| Chemistry 21   | 3         |
| Electives      | 6         |
|                | <u>15</u> |

**Third Year***First Semester*

|              |           |
|--------------|-----------|
| English      | 9         |
| Distribution | 3         |
| Biology 22   | 3         |
|              | <u>15</u> |

|                        |           |
|------------------------|-----------|
| <i>Second Semester</i> |           |
| English                | 9         |
| Distribution           | 3         |
| Electives              | 6         |
|                        | <u>18</u> |

#### Fourth Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| English               | 6         |
| Electives             | 10        |
|                       | <u>16</u> |

|                        |           |
|------------------------|-----------|
| <i>Second Semester</i> |           |
| English                | 6         |
| Electives              | 11        |
|                        | <u>17</u> |

## Foreign Languages and Literature

Professor Lichtman (Chair)  
Professors Emeriti Bloch, Brenner  
Associate Professor Emerita  
Arespachoga  
Assistant Professors Gorbato, Racz  
Assistant Professor Emeritus Fay  
Adjunct Faculty: 6

Six credits in a foreign language are required of all 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 a 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.

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

Language majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers 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 wish to continue a language studied in high school and students who have some background in the language they wish to study must contact the Department regarding placement.

Students whose native language is not English may not enroll in introductory courses in their native language.

The prerequisite for all advanced courses in French and Spanish is Language 31 or 32, or 50 or 51, or permission of the Department.

### Program Model

#### Proficiency Courses and Core Curriculum – see p. 25.

|                                                          |    |
|----------------------------------------------------------|----|
| <b>Department Advanced Requirements</b>                  | 24 |
| Distribution                                             | 6  |
| Division I or III                                        |    |
| Electives (to be determined by proficiency requirements) |    |

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Language              | 3         |
| English 16            | 3         |
| History 1             | 3         |
| Philosophy 61         | 3         |
| Speech 3              | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

#### Second Semester

|                      |              |
|----------------------|--------------|
| Language             | 3            |
| Core Seminar 50      | 3            |
| History 2            | 3            |
| Philosophy 62        | 3            |
| Mathematics 15 or 16 | 3-4          |
|                      | <u>15-16</u> |

#### Second Year

|                                 |           |
|---------------------------------|-----------|
| <i>First Semester</i>           |           |
| Language                        | 3         |
| English 61-64                   | 3         |
| Social Science                  | 3         |
| Physics 20                      | 4         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>16</u> |

#### Second Semester

|                |           |
|----------------|-----------|
| Language       | 3         |
| English 61-64  | 3         |
| Social Science | 3         |
| Chemistry 21   | 3         |
| Elective       | 3         |
|                | <u>15</u> |

### Third Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Language              | 6         |
| Distribution          | 3         |
| Biology 22            | 3         |
| Electives             | 4         |
|                       | <u>16</u> |

#### Second Semester

|              |           |
|--------------|-----------|
| Language     | 3         |
| Distribution | 3         |
| Electives    | 9         |
|              | <u>15</u> |

### Fourth Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Language              | 6         |
| Electives             | 11        |
|                       | <u>17</u> |

#### Second Semester

|           |           |
|-----------|-----------|
| Language  | 3         |
| Electives | 12        |
|           | <u>15</u> |

## Humanities

The Division offers an interdisciplinary major leading to a Bachelor of Arts degree in Humanities. 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 Coordinator 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.

### Program Model

Cr.

#### Proficiency Courses and Core Curriculum – see p. 25

#### Area of Concentration 30

3-6 credits of lower-division courses in concentration

15 credits of upper-division courses in the concentration in the Division of Humanities (English, Foreign Languages, or Philosophy) or in Art, Dance or Music or in Communication Studies, Performance Studies and Theatre

9-12 credits of upper-division courses in the Division of Humanities or in Art or Music

**Electives** (to be determined by proficiency requirements)

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics

ics courses and the English Department Writing Program; see p. 25.)

### First Year

#### First Semester

|                       |           |
|-----------------------|-----------|
| English 16            | 3         |
| Philosophy 61         | 3         |
| History 1             | 3         |
| Foreign Language      | 3         |
| Speech 3              | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

#### Second Semester

|                      |              |
|----------------------|--------------|
| Core Seminar 50      | 3            |
| Philosophy 62        | 3            |
| History 2            | 3            |
| Foreign Language     | 3            |
| Mathematics 15 or 16 | 3-4          |
|                      | <u>15-16</u> |

### Second Year

#### First Semester

|                                 |           |
|---------------------------------|-----------|
| English 61-64                   | 3         |
| Social Science                  | 3         |
| Physics 20                      | 4         |
| Course in Concentration         | 3         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>16</u> |

#### Second Semester

|                         |           |
|-------------------------|-----------|
| English 61-64           | 3         |
| Social Science          | 3         |
| Chemistry 21            | 3         |
| Course in Concentration | 3         |
| Elective                | 3         |
|                         | <u>15</u> |

### Third Year

#### First Semester

|                         |           |
|-------------------------|-----------|
| Course in Concentration | 3         |
| Humanities*             | 6         |
| Biology 22              | 3         |
| Electives               | 5         |
|                         | <u>17</u> |

#### Second Semester

|                         |           |
|-------------------------|-----------|
| Course in Concentration | 3         |
| Humanities*             | 3         |
| Electives               | 9         |
|                         | <u>15</u> |

### Fourth Year

#### First Semester

|                         |           |
|-------------------------|-----------|
| Course in Concentration | 3         |
| Electives               | 14        |
|                         | <u>17</u> |

#### Second Semester

|             |           |
|-------------|-----------|
| Humanities* | 3         |
| Electives   | 11        |
|             | <u>14</u> |

\*Upper-division courses in the Division of Humanities in departments other than in department of concentration or courses in Art, Dance and Music and in

*Communication Studies, Performance Studies and Theatre.*

### Minor in Gender Studies

Students majoring in any department may also have an academic minor in Gender Studies. Gender Studies is an interdisciplinary field that analyzes the constructions of women and men within various cultural, historical, and geographical contexts. Courses in the Gender Studies Minor investigate topics such as cultural constructions of the family; theories of gender and sexual identity; scientific theories of sex, gender, and reproduction; education and knowledge; women, class, and work; feminist scholarship, theory, and activism; representations of women and men in literature and the media.

The minor in Gender Studies consists of 15 credits in advanced 100-level courses. Each Gender Studies minor must include three core courses chosen from Humanities 101: Women in Culture and Society (with either a U.S. or a Global Focus), Humanities 102: Theories of Feminism, Humanities 103: Cross-Cultural Perspectives on Gender and Sexuality, and Humanities 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 Kristana Arp and Barbara Parisi, Co-directors.

## Philosophy

Professor Arp  
Professor Emeriti Bandman, West  
Associate Professors Cuonzo (Chair),  
Filonowicz  
Assistant Professor Wong  
Adjunct Faculty: 12

A program leading to a Bachelor of Arts degree with a major in Philosophy offers students the following intrinsically rewarding opportunities: to become acquainted with the basic concepts and categories of the Western intellectual tradition used in every type of inquiry and profession; to develop skills in framing arguments, in weighing those presented, and in criticizing received opinions; to develop a historical sense of the ways in which ideas and events influence one another in the process of social change; and to avoid narrow overspecialization in

an increasingly bureaucratic and compartmentalized world. A major 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.

Philosophy majors are urged to develop career objectives while pursuing their undergraduate studies. Double majors are strongly encouraged. Departmental advisers will help students to explore career possibilities and devise personalized plans of study that will best prepare them to achieve their career goals.

### Program Model

|                                                                 |    |
|-----------------------------------------------------------------|----|
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25.     |    |
| <b>Department Requirements</b>                                  | 24 |
| Distribution                                                    | 6  |
| Division I, II or III                                           |    |
| <b>Electives</b> (to be determined by proficiency requirements) |    |

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

### First Year

#### First Semester

|                       |           |
|-----------------------|-----------|
| Philosophy 61         | 3         |
| English 16            | 3         |
| History 1             | 3         |
| Foreign Language      | 3         |
| Speech 3              | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

#### Second Semester

|                      |              |
|----------------------|--------------|
| Philosophy 62        | 3            |
| Core Seminar 50      | 3            |
| History 2            | 3            |
| Foreign Language     | 3            |
| Mathematics 15 or 16 | 3-4          |
|                      | <u>15-16</u> |

### Second Year

#### First Semester

|                                 |           |
|---------------------------------|-----------|
| Philosophy                      | 3         |
| English 61-64                   | 3         |
| Social Science                  | 3         |
| Physics 20                      | 4         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>16</u> |

#### Second Semester

|                |   |
|----------------|---|
| Philosophy     | 3 |
| English 61-64  | 3 |
| Social Science | 3 |

|                            |           |
|----------------------------|-----------|
| Chemistry 21               | 3         |
| Elective                   | 3         |
|                            | <u>15</u> |
| <b>Third Year</b>          |           |
| <i>First Semester</i>      |           |
| Philosophy                 | 6         |
| Distribution               | 3         |
| Biology 22                 | 3         |
| Electives                  | 4         |
|                            | <u>16</u> |
| <i>Second Semester</i>     |           |
| Philosophy                 | 3         |
| Distribution               | 3         |
| Electives                  | 9         |
|                            | <u>15</u> |
| <b>Fourth Year</b>         |           |
| <i>First Semester</i>      |           |
| Philosophy                 | 6         |
| Electives                  | 11        |
|                            | <u>17</u> |
| <i>Second Semester</i>     |           |
| Honors Study in Philosophy | 3         |
| Electives                  | 14        |
|                            | <u>17</u> |

## SCIENCE (DIVISION II)

The Division of Science includes the Departments of Biology (including the Medical Technology, Cytotechnology, Nuclear Medicine and Molecular Biology programs), Chemistry and Biochemistry, Mathematics and Physics.

Students must fulfill the requirements of the core curriculum listed on p. 25, satisfy the requirements of their major, and present one distribution, depending on the area of concentration. The required distribution is determined by the department in which the student is majoring. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

## Biology

Professors Chung, D. Cohen,  
Morin (Chair), Polak, Serafy  
Professors Emeriti Carito, Curley,  
Firriolo, Hammerman, Hirshon, Smith,  
Rothwell, Wendt  
Associate Professors Birchette, DePass,  
Griffiths, Haynes, Kovac, Marsh,  
McKenna, Sideris  
Associate Professors Emeriti Ballweg,  
Dowd  
Assistant Professors Beck, Fang, Vogelstein  
Instructor Peckham  
Adjunct Faculty: 14

The program in Biology is designed to prepare students for graduate or professional studies. Students preparing to teach in this field on the secondary level should consult the Teaching and Learning section for additional requirements.

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.

### Science (Division II) Program Model

|                                                                    |    |
|--------------------------------------------------------------------|----|
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25         |    |
| Must include Biology 1-2                                           |    |
| <b>Department Requirements</b>                                     | 22 |
| Advanced Biology Electives                                         |    |
| Distribution                                                       | 8  |
| Organic Chemistry                                                  |    |
| <b>Ancillary Requirements</b>                                      | 24 |
| Mathematics 30, 40, Physics 31-32, Chemistry 3, 4                  |    |
| <b>Electives</b>                                                   |    |
| Advanced course work in any division of Richard L. Conolly College |    |

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Biology 1             | 4         |
| Chemistry 3           | 4         |
| English 16            | 3         |
| History 1             | 3         |
| Mathematics 30        | 4         |
| Orientation Seminar 1 | 1         |
|                       | <u>19</u> |

#### Second Semester

|                 |           |
|-----------------|-----------|
| Biology 2       | 4         |
| Chemistry 4     | 4         |
| Core Seminar 50 | 3         |
| History 2       | 3         |
| Mathematics 40  | 4         |
|                 | <u>18</u> |

#### Second Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Adv Biology Elective  | 4         |
| Chemistry 121         | 4         |
| Social Science        | 3         |
| Philosophy 61         | 3         |
| Foreign Language      | 3         |
|                       | <u>17</u> |

#### Second Semester

|                      |   |
|----------------------|---|
| Adv Biology Elective | 4 |
|----------------------|---|

|                  |           |
|------------------|-----------|
| Chemistry 122    | 4         |
| Social Science   | 3         |
| Philosophy 62    | 3         |
| Foreign Language | 3         |
|                  | <u>17</u> |

#### Third Year

##### First Semester

|                      |           |
|----------------------|-----------|
| Adv Biology Elective | 4         |
| Physics 31           | 4         |
| Advanced Elective    | 3         |
| English 61-64        | 3         |
| Speech 3             | 3         |
|                      | <u>17</u> |

##### Second Semester

|                      |           |
|----------------------|-----------|
| Adv Biology Elective | 4         |
| Physics 32           | 4         |
| English 61-64        | 3         |
| Advanced Electives   | 6         |
|                      | <u>17</u> |

#### Fourth Year

|                                 |           |
|---------------------------------|-----------|
| <i>First Semester</i>           |           |
| Adv Biology Elective            | 4         |
| Advanced Electives              | 6         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>13</u> |

##### Second Semester

|                      |           |
|----------------------|-----------|
| Adv Biology Elective | 4         |
| Advanced Elective    | 4         |
| Elective             | 4         |
|                      | <u>12</u> |

### Clinical Laboratory

#### Scientist/Medical Technology

A program leading to the degree of Bachelor of Science, in Medical Technology, is offered in cooperation with Methodist Hospital. 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.

### Program Model

Cr.

**Proficiency Courses and Core Curriculum** – see p. 25.

|                                                                   |    |
|-------------------------------------------------------------------|----|
| Must include Biology 1-2                                          | 28 |
| <b>Department Requirements</b>                                    |    |
| One year of training in an approved program of Medical Technology |    |
| Advanced Biology electives (must include Biology 109 and 112.)    |    |
| <b>Distribution</b>                                               | 8  |
| Organic Chemistry                                                 |    |
| <b>Ancillary Requirements</b>                                     | 24 |
| Mathematics 30, 40, Physics 31-32, Chemistry 3, 4                 |    |
| <b>Electives</b> (to be determined by proficiency requirements)   |    |

**Cytotechnology**

A program leading to the degree of Bachelor of Science, in Cytotechnology, is offered. On completion of 100 credits in Richard L. Conolly College, candidates go to any school with an approved program in Cytotechnology for one year of special training, at the end of which they are eligible for the Bachelor of Science degree and the Cytotechnology certificate.

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.

**Program Model**

|                                                                 |     |
|-----------------------------------------------------------------|-----|
|                                                                 | Cr. |
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25      |     |
| Must include Biology 1-2                                        |     |
| <b>Department Requirements</b>                                  | 28  |
| One year of training in an approved program of Cytotechnology   |     |
| Advanced Biology electives (must include Biology 115 and 126)   | 22  |
| <b>Distribution</b>                                             | 8   |
| Organic Chemistry                                               |     |
| <b>Ancillary Requirements</b>                                   | 24  |
| Mathematics 30, 40, Physics 31-32, Chemistry 3, 4               |     |
| <b>Electives</b> (to be determined by proficiency requirements) |     |

**Nuclear Medicine Technology**

A program leading to the degree of Bachelor of Science, in Nuclear Medicine Technology, is offered. On completion of 100 credits in Richard L. Conolly College, candidates go to any school with an approved program in Nuclear Medicine Technology for one year of special training, at the end of which they are eligible for the Bachelor of Science degree and the Nuclear

Medicine Technology certificate. The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. The choice of, and admission to, an approved training program for Nuclear Medicine Technology 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.

**Program Model**

|                                                                            |     |
|----------------------------------------------------------------------------|-----|
|                                                                            | Cr. |
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25.                |     |
| Must include Biology 1-2                                                   |     |
| <b>Department Requirements</b>                                             | 28  |
| One year of training in an approved program of Nuclear Medicine Technology |     |
| Advanced Biology electives (must include Biology 104, 125)                 |     |
| <b>Distribution</b>                                                        | 22  |
| Organic Chemistry                                                          |     |
| <b>Ancillary Requirements</b>                                              | 8   |
| Mathematics 30, 40, Physics 31-32, Chemistry 3, 4                          |     |
| <b>Electives</b> (to be determined by proficiency requirements)            | 24  |

**Recommended Course of Studies**

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

**First Year**

|                       |    |
|-----------------------|----|
| <i>First Semester</i> |    |
| Biology 1             | 4  |
| Chemistry 3           | 4  |
| Mathematics 30        | 4  |
| English 61-64         | 3  |
| History 1             | 3  |
|                       | 18 |

*Second Semester*

|                |    |
|----------------|----|
| Biology 2      | 4  |
| Chemistry 4    | 4  |
| Mathematics 40 | 4  |
| English 61-64  | 3  |
| History 2      | 3  |
|                | 18 |

**Second Year**

|                                 |    |
|---------------------------------|----|
| <i>First Semester</i>           |    |
| Biology 109* or 126** or 104*** | 4  |
| Chemistry 121                   | 4  |
| Philosophy 61                   | 3  |
| Core Seminar 50                 | 3  |
| Social Science                  | 3  |
| Foreign Language                | 3  |
|                                 | 20 |

*Second Semester*

|                                 |    |
|---------------------------------|----|
| Biology 112* or 115** or 125*** | 4  |
| Chemistry 122                   | 4  |
| Philosophy 62                   | 3  |
| Social Science                  | 3  |
| Foreign Language                | 3  |
|                                 | 17 |

**Third Year***First Semester*

|               |    |
|---------------|----|
| Biology       | 8  |
| Physics 31    | 4  |
| Chemistry 113 | 4  |
| Speech 3      | 3  |
|               | 19 |

*Second Semester*

|                                 |    |
|---------------------------------|----|
| Biology                         | 7  |
| Physics 32                      | 4  |
| Elective                        | 3  |
| Art, Dance, Music or Theatre 61 | 3  |
|                                 | 17 |

**Fourth Year**

One year of Hospital Training – 28 credits

\*Biology 109 and 112 are required for Medical Technology. Any other four advanced Biology courses are also required.

\*\*Biology 115 and 126 are required for Cytotechnology. Any other three advanced Biology courses are also required.

\*\*\*Biology 104 and 125 are required for Nuclear Medicine Technology. Any other four advanced Biology courses are also required.

**Molecular Biology**

A program leading to the degree of Bachelor of Science, with a concentration in Molecular Biology, is offered. Students admitted to the program 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.

**Program Model**

|                                                                                                              |       |
|--------------------------------------------------------------------------------------------------------------|-------|
|                                                                                                              | Cr.   |
| <b>Proficiency Courses and Core Curriculum*</b> – see p. 25.                                                 |       |
| Must include Biology 1, 2                                                                                    |       |
| <b>Department Requirements</b>                                                                               | 31-35 |
| Includes Biology 126, 160, 161, 550, 551, 4 additional advanced Biology credits, and Biology Honors Research |       |

|                                                                 |    |
|-----------------------------------------------------------------|----|
| <b>Distribution</b>                                             | 16 |
| Organic Chemistry, Biochemistry                                 |    |
| <b>Ancillary Requirements</b>                                   | 28 |
| Mathematics 30, 40, Physics 31, 32,<br>Chemistry 3, 4, 135      |    |
| <b>Electives</b> (to be determined by proficiency requirements) |    |

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

### Recommended Course of Studies

#### First Year

##### First Semester

|                |           |
|----------------|-----------|
| Biology 1      | 4         |
| Chemistry 3    | 4         |
| Mathematics 30 | 4         |
| English 61-64  | 3         |
| Philosophy 61  | 3         |
|                | <u>18</u> |

##### Second Semester

|                 |           |
|-----------------|-----------|
| Biology 2       | 4         |
| Chemistry 4     | 4         |
| Mathematics 40  | 4         |
| Core Seminar 50 | 3         |
| English 61-64   | 3         |
| Philosophy 62   | 3         |
|                 | <u>21</u> |

#### Second Year

##### First Semester

|                      |           |
|----------------------|-----------|
| Chemistry 121        | 4         |
| Adv Biology Elective | 4         |
| Foreign Language     | 3         |
| History 1            | 3         |
| Physics 31           | 4         |
|                      | <u>18</u> |

##### Second Semester

|                  |           |
|------------------|-----------|
| Chemistry 122    | 4         |
| Chemistry 135    | 4         |
| Foreign Language | 3         |
| History 2        | 3         |
| Physics 32       | 4         |
|                  | <u>18</u> |

#### Third Year

##### First Semester

|                      |           |
|----------------------|-----------|
| Biology 126          | 4         |
| Adv Biology Elective | 4         |
| Chemistry 153        | 4         |
| Social Science       | 3         |
| Elective             | 3         |
|                      | <u>18</u> |

##### Second Semester

|                |           |
|----------------|-----------|
| Biology 160    | 2         |
| Biology 161    | 3         |
| Chemistry 154  | 4         |
| Speech 3       | 3         |
| Social Science | 3         |
|                | <u>15</u> |

#### Fourth Year

##### First Semester

|                 |   |
|-----------------|---|
| Biology 550/551 | 4 |
| Honors Research | 5 |

|                                 |           |
|---------------------------------|-----------|
| Adv Elective                    | 3         |
|                                 | <u>12</u> |
| <i>Second Semester</i>          |           |
| Adv Biology Elective            | 4         |
| Honors Research                 | 6         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>13</u> |

*\*Students enrolled in the University Honors Program follow the University Honors core sequence (see p. 22).*

## Chemistry and Biochemistry

Professors Bensalem (Chair),  
Chung, Danziger, Lawrence, Oatis,  
Seigle, Shedrinsky, Zavitsas  
Professors Emeriti Ferraro, Hirschberg,  
Huang, Loscalzo, Reidlinger, Rogers,  
Tseng  
Associate Professors Donahue, Gee,  
Luján-Upton, Matsunaga, Watson  
Assistant Professors Bhattacharjee,  
Schnatter, Vasanthan  
Adjunct Faculty: 10

### Chemistry

The undergraduate program in Chemistry has been designed to provide a balanced education for those students who plan to pursue professional careers in chemistry or allied areas either immediately after attainment of the Bachelor of Science 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 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.

### Program Model

#### Proficiency Courses and Core Curriculum – see p. 25.

Must include Chemistry 3, 4,  
Mathematics 30 and 40

#### Department Requirements

Chemistry 113, 121, 122, 135, 136,  
153, 154

#### Distribution

Mathematics 101, Mathematics 102  
(optional)

#### Ancillary Requirements

Biology 3-4, Physics 31-32

**Electives** (to be determined by proficiency requirements)

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

##### First Semester

|                     |           |
|---------------------|-----------|
| Chemistry 3         | 4         |
| Biology 3           | 4         |
| Mathematics 30*     | 4         |
| Speech 3            | 3         |
| Orientation Seminar | 1         |
|                     | <u>16</u> |

##### Second Semester

|                                 |           |
|---------------------------------|-----------|
| Chemistry 4                     | 4         |
| Biology 4                       | 4         |
| Mathematics 40                  | 4         |
| Core Seminar 50                 | 3         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>18</u> |

#### Second Year

##### First Semester

|               |           |
|---------------|-----------|
| Chemistry 113 | 4         |
| Chemistry 121 | 4         |
| Physics 31    | 4         |
| Philosophy 61 | 3         |
|               | <u>15</u> |

##### Second Semester

|                |           |
|----------------|-----------|
| Chemistry 122  | 4         |
| Physics 32     | 4         |
| English 61-64* | 3         |
| Philosophy 62  | 3         |
| History 1      | 3         |
|                | <u>17</u> |

#### Third Year

##### First Semester

|                     |           |
|---------------------|-----------|
| Chemistry 135       | 4         |
| Mathematics 101     | 4         |
| English 61-64*      | 3         |
| History 2           | 3         |
| Foreign Language 11 | 3         |
|                     | <u>17</u> |

##### Second Semester

|                                             |           |
|---------------------------------------------|-----------|
| Chemistry 136                               | 4         |
| Economics 1 or other<br>Social Science Core | 3         |
| Mathematics 102 or Elective                 | 4         |
| Foreign Language 12                         | 3         |
|                                             | <u>14</u> |

#### Fourth Year

##### First Semester

|                                             |   |
|---------------------------------------------|---|
| Chemistry 153                               | 4 |
| Chemistry 525                               | 4 |
| Economics 2 or other<br>Social Science Core | 3 |

|                        |          |
|------------------------|----------|
| Electives              | 6        |
|                        | <hr/> 17 |
| <i>Second Semester</i> |          |
| Chemistry 154          | 4        |
| Chemistry 503          | 4        |
| Electives              | 8        |
|                        | <hr/> 16 |

*\*Registration in Mathematics and English courses is dependent upon performance in placement examinations.*

Various Chemistry electives—i.e., Chemistry 531, 541, 581—and Senior Research (Chemistry 186, 187) are suggested for the senior year. Honors Study (Chemistry 195, 196) is recommended for students with a cumulative grade point average of 3.00 and a 3.25 in the major.

### 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.

### Program Model

#### Proficiency Courses and Core Curriculum\* – see p. 25.

Must include Chemistry 3, 4 and Mathematics 30

#### Department Requirements

Biochemistry 128, 136, 153, 154, (160 & 161), 186, and two courses chosen from Biochemistry 125, 126, 187, 504, 508, 514, 531, 541, 555

#### Ancillary Requirements

Biology 1-2, Chemistry 113, 121, 122, 135, Mathematics 40, 101, Physics 31, 32

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathemat-

ics courses and the English Department Writing Program; see p. 25.)

### First Year

#### First Semester

|                     |          |
|---------------------|----------|
| Chemistry 3         | 4        |
| Biology 1           | 4        |
| Mathematics 30      | 4        |
| Speech 3            | 3        |
| Orientation Seminar | 1        |
|                     | <hr/> 16 |

#### Second Semester

|                                 |          |
|---------------------------------|----------|
| Chemistry 4                     | 4        |
| Biology 2                       | 4        |
| Mathematics 40                  | 4        |
| Core Seminar 50                 | 3        |
| Art, Dance, Music or Theatre 61 | 3        |
|                                 | <hr/> 18 |

### Second Year

#### First Semester

|                 |          |
|-----------------|----------|
| Chemistry 121   | 4        |
| Chemistry 113   | 4        |
| Mathematics 101 | 4        |
| Physics 31      | 4        |
| English 61-64   | 3        |
|                 | <hr/> 19 |

#### Second Semester

|               |          |
|---------------|----------|
| Chemistry 122 | 4        |
| Physics 32    | 4        |
| English 61-64 | 3        |
| History 1     | 3        |
|               | <hr/> 14 |

### Third Year

#### First Semester

|                     |          |
|---------------------|----------|
| Chemistry 135       | 4        |
| Biochemistry 153    | 4        |
| Foreign Language 11 | 3        |
| History 2           | 3        |
| Philosophy 61       | 3        |
|                     | <hr/> 17 |

#### Second Semester

|                     |          |
|---------------------|----------|
| Biochemistry 154    | 4        |
| Biochemistry 125    | 4        |
| Chemistry 136       | 4        |
| Foreign Language 12 | 3        |
| Philosophy 62       | 3        |
|                     | <hr/> 18 |

### Fourth Year

#### First Semester

|                                                                |          |
|----------------------------------------------------------------|----------|
| Biochemistry 128                                               | 4        |
| Biochemistry 126                                               | 4        |
| Two courses from Biochemistry 504, 508, 514, 531, 541, and 555 | 3        |
| Biochemistry 186 or 195                                        | 3        |
| Social Science Core                                            | 3        |
|                                                                | <hr/> 17 |

#### Second Semester

|                  |   |
|------------------|---|
| Biochemistry 160 | 2 |
| Biochemistry 161 | 3 |

|                                               |          |
|-----------------------------------------------|----------|
| Biochemistry 187 or 196                       | 3        |
| Biochemistry 504, 508, 514, 531, 541, and 555 | 4        |
| Social Science Core                           | 3        |
|                                               | <hr/> 15 |

*\*Students enrolled in the University Honors Program follow the University Honors core sequence (see p. 22).*

## Mathematics

Professors Park, Zuckerberg  
Professors Emeriti Posmentier, Stanley, Zuckerman  
Associate Professors Allan (Chair), Bednarchak, Knight, Mokhtari-Sharghi, Su, L. Zavitsas  
Associate Professors Emeriti Farber, Tucker  
Assistant Professors Poynter  
Adjunct Faculty: 21

The courses that must be taken to satisfy the Mathematics requirement for graduation will depend on the student's aims and high school preparation. A

Department adviser decides whether a student takes Mathematics 11, 12, 15 or 16, or 30, 40. Students may take Mathematics 11y, 11z, 12y, 12z, 15, 30, 40 in lieu of Mathematics 16. (Mathematics 11, 12, 15 and 16 are not open for credit for mathematics majors.) Students who have passed Mathematics 11, 12 but wish to continue their study of the subject may take courses 30, 40 if qualified and may receive credit for all courses. Non-science majors who complete Mathematics 30 may be exempted from Mathematics 15 and 16.

A major in the Mathematics Department must complete 24 credits of advanced courses in Mathematics, including 101, 102, 105 or 107, 106 or 108, and 121 or 122. The Department strongly recommends Mathematics 107 and 108 for those students planning to continue in pure mathematics.

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 for their career goals.

### Program Model

#### Proficiency Courses and Core Curriculum – see p. 25.

Must include Mathematics 30 and 40  
Department Requirements 24  
Must include Mathematics 101, 102, 105 or 107, 106 or 108 and either 121 or 122

**Distribution** 6-8  
Computer Science, Economics,  
Education or advanced Sciences

**Ancillary Requirement** 3  
Computer Science 10

**Electives** (to be determined by proficiency requirements)

**Recommended Course of Studies**

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

**First Year**

*First Semester*

Mathematics 30 4  
English 16 3  
Computer Science 101 3  
Philosophy 61 3  
Foreign Language 3  
Orientation Seminar 1 1  
17

*Second Semester*

Mathematics 40 4  
Core Seminar 50 3  
Speech 3 3  
Philosophy 62 3  
Foreign Language 3  
16

**Second Year**

*First Semester*

Mathematics 101 4  
Physics 21 4  
English 61-64 3  
Social Science 3  
History 1 3  
17

*Second Semester*

Mathematics 102 4  
Chemistry 21 3  
English 61-64 3  
Social Science 3  
History 2 3  
16

**Third Year**

*First Semester*

Mathematics 105 or 107 3-4  
Mathematics 121 3  
Biology 22 3  
Distribution 3  
Electives 6  
18-19

*Second Semester*

Mathematics 106 or 108 3-4  
Mathematics 122 3  
Distribution 3  
Art, Dance, Music or Theatre 3  
Elective 3  
15-16

**Fourth Year**

*First Semester*

Mathematics 9  
Electives 6  
15

*Second Semester*

Mathematics 9  
Electives 6  
15

**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 p. 75.

Students in other disciplines who wish to minor in Mathematics should take the following: Mathematics 101, 102 and 105.

**Physics**

Professors Arons, Acuthan, Clark,  
Glickman, Kleinman (Chair), Teiger  
Professors Emeriti Macomber,  
Posmentier, Tsantes

Associate Professor Emeritus Kamhi  
Adjunct Faculty: 5

Richard L. Conolly College does not offer a degree program in Physics at this time. The Physics Department does, however, offer a variety of introductory and pre-professional courses for majors in the sciences, health sciences and the liberal arts, as well as selected advanced courses.

## SOCIAL SCIENCE (DIVISION III)

The Division of Social Science includes the Departments of Economics, History, Political Science, Psychology, and Sociology/Anthropology and Social Work.

Students must fulfill the requirements of the core curriculum listed on p.25, satisfy the requirements of their major, successfully complete one course from the Social Science 200 series, and present one distribution (except Social Work majors). The required distribution is determined by the department in which the student is majoring. Students interested in graduate-level study in the Social Sciences are urged to take Social Science 190.

Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

## Economics

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

A major in the Economics Department is required to complete at least 24 credits of advanced work in Economics, including 12 credits of the following: Economics 101, 102, 116, 117, 118, 123, 124, 125, 132. (It is strongly recommended that students who intend to go on to graduate school or to become professional economists complete Economics 101, 102, 117, 118, 123, 124.) One course from the Social Science 200 series is required. Sociology, Political Science, History, Mathematics and Business are recommended distributions.

Students preparing to teach in the field of Economics on the secondary school level should consult the Teaching and Learning section for further requirements.

Economics 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.

### Program Model

#### Proficiency Courses and Core Curriculum – see p. 25.

#### Department Requirements 24

12 credits selected from Economics 101, 102, 116, 117, 118, 123, 124, 125 and 132 and 12 additional credits of advanced courses Social Science 200 series 3

#### Distribution 6

Division III, Mathematics, or School of Business, Public Administration and Information Sciences

#### Electives

Mathematics recommended Social Science, Business Administration (to be determined by proficiency requirements)

#### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

##### First Semester

|                       |           |
|-----------------------|-----------|
| Economics 1           | 3         |
| English 16            | 3         |
| History 1             | 3         |
| Mathematics 11y       | 3         |
| Sociology 3           | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

##### Second Semester

|                      |           |
|----------------------|-----------|
| Economics 2          | 3         |
| Core Seminar 50      | 3         |
| History 2            | 3         |
| Mathematics 12y      | 3         |
| Political Science 11 | 3         |
|                      | <u>15</u> |

#### Second Year

##### First Semester

|                  |           |
|------------------|-----------|
| Economics        | 3         |
| English 61-64    | 3         |
| Foreign Language | 3         |
| Philosophy 61    | 3         |
| Speech 3         | 3         |
|                  | <u>15</u> |

##### Second Semester

|                  |   |
|------------------|---|
| Economics        | 3 |
| English 61-64    | 3 |
| Foreign Language | 3 |
| Philosophy 62    | 3 |

|                                 |           |
|---------------------------------|-----------|
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>15</u> |

#### Third Year

##### First Semester

|                 |           |
|-----------------|-----------|
| Economics       | 3         |
| Physics 20      | 4         |
| Distribution    | 3         |
| Business Course | 3         |
| Elective        | 2         |
|                 | <u>15</u> |

##### Second Semester

|                 |           |
|-----------------|-----------|
| Economics       | 6         |
| Chemistry 21    | 3         |
| Distribution    | 3         |
| Business Course | 3         |
|                 | <u>15</u> |

#### Fourth Year

##### First Semester

|                                       |           |
|---------------------------------------|-----------|
| Economics                             | 6         |
| Biology 22                            | 3         |
| Social Science 200 series or elective | 3         |
| Electives                             | 5         |
|                                       | <u>17</u> |

##### Second Semester

|                                       |           |
|---------------------------------------|-----------|
| Economics                             | 6         |
| Social Science 200 series or elective | 3         |
| Electives                             | 9         |
|                                       | <u>18</u> |

## History

Professors Dorinson, Warmund (Chair), Wilson  
Professors Emeriti Brennan, Fisher, Gabel, Horowitz, Lane, Necheles-Jansyn  
Associate Professors Jones-de Oliveira, Reilly  
Assistant Professors Horstmann-Gatti, Xia  
Adjunct Faculty: 5

A major in the History Department is required to take History 1 and 2, 24 credits of advanced History including History 100, and one course from the Social Science 200 series. Students should work out a sequence of courses with their departmental adviser.

Students preparing to teach on the secondary school level should consult the Teaching and Learning section for additional requirements.

History 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.

### Program Model

Cr.

#### Proficiency Courses and Core Curriculum – see p. 25.

#### Department Requirements 24

Must include History 100  
Social Science 200 series 3

#### Distribution 6

##### Division III

Electives (to be determined by proficiency requirements)

#### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

##### First Semester

|                       |           |
|-----------------------|-----------|
| History 1             | 3         |
| English 16            | 3         |
| Philosophy 61         | 3         |
| Foreign Language      | 3         |
| Speech 3              | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

##### Second Semester

|                      |              |
|----------------------|--------------|
| History 2            | 3            |
| Core Seminar 50      | 3            |
| Philosophy 62        | 3            |
| Foreign Language     | 3            |
| Mathematics 15 or 16 | 3-4          |
|                      | <u>15-16</u> |

#### Second Year

##### First Semester

|                                 |           |
|---------------------------------|-----------|
| English 61-64                   | 3         |
| Social Science                  | 3         |
| Physics 20                      | 4         |
| History                         | 3         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>16</u> |

##### Second Semester

|                |           |
|----------------|-----------|
| English 61-64  | 3         |
| Social Science | 3         |
| Chemistry 21   | 3         |
| History        | 3         |
| Elective       | 3         |
|                | <u>15</u> |

#### Third Year

##### First Semester

|              |           |
|--------------|-----------|
| History      | 6         |
| Distribution | 3         |
| Biology 22   | 3         |
| Electives    | 5         |
|              | <u>17</u> |

##### Second Semester

|              |           |
|--------------|-----------|
| History      | 6         |
| Distribution | 3         |
| Electives    | 8         |
|              | <u>17</u> |

#### Fourth Year

##### First Semester

|                                       |           |
|---------------------------------------|-----------|
| History                               | 3         |
| Social Science 200 series or elective | 3         |
| Electives                             | 9         |
|                                       | <u>15</u> |

##### Second Semester

|                                       |           |
|---------------------------------------|-----------|
| History                               | 3         |
| Social Science 200 series or elective | 3         |
| Electives                             | 9         |
|                                       | <u>15</u> |

## Political Science

Professors Ehrenberg (Chair),  
McSherry, Stevens Haynes,  
Professor Emeriti DiMaio, Werner  
Associate Professor Sánchez  
Assistant Professor Sayej  
Adjunct Faculty: 6

A major in the Political Science Department is required to complete Political Science 11 and 27 credits of advanced courses, including Political Science 150 or 151, and Political Science 185 (seminar) in the senior year. At least one course from each of the following four categories are also required:

1. American Institutions and Political Practices: Political Science 120-149
2. International Relations-Foreign Policy: Political Science 152 - 159
3. Foreign Political Systems Comparative Politics: Political Science 160-169
4. Political Theory: Political Science 170 or 171. (Students are encouraged to take additional theory courses)

One course from the Social Science 200 series is required in a student's senior year.

A major in Political Science enables students who are interested in careers in the expanding fields of government service, law, journalism, public administration and other related professional activities to study the theory and practice of politics and government. 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.

Students eligible to graduate as Political Science majors with honors must be accepted into the Senior Honors Thesis Program (Political Science 190-191).

#### Program Model

#### Proficiency Courses and Core Curriculum – see p. 25.

Must include Political Science 11 or

exemption by special examination

#### Department Requirements

|                           |    |
|---------------------------|----|
| Political Science courses | 30 |
| Social Science 200 series | 3  |

#### Distribution

|                                             |   |
|---------------------------------------------|---|
| Economics, Sociology, History or Psychology | 6 |
|---------------------------------------------|---|

**Electives** (to be determined by proficiency requirements)

#### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

##### First Semester

|                       |           |
|-----------------------|-----------|
| Political Science 11  | 3         |
| English 16            | 3         |
| History 1             | 3         |
| Mathematics 16        | 3         |
| Speech 3              | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

##### Second Semester

|                   |           |
|-------------------|-----------|
| Political Science | 3         |
| Core Seminar 50   | 3         |
| History 2         | 3         |
| Social Science    | 3         |
| Elective          | 3         |
|                   | <u>15</u> |

#### Second Year

##### First Semester

|                   |           |
|-------------------|-----------|
| Political Science | 3         |
| Foreign Language  | 3         |
| Physics 20        | 4         |
| English 61-64     | 3         |
| Philosophy 61     | 3         |
|                   | <u>16</u> |

##### Second Semester

|                   |           |
|-------------------|-----------|
| Political Science | 3         |
| Foreign Language  | 3         |
| Chemistry 21      | 3         |
| English 61-64     | 3         |
| Philosophy 61     | 3         |
|                   | <u>15</u> |

#### Third Year

##### First Semester

|                   |           |
|-------------------|-----------|
| Political Science | 3         |
| Distribution      | 3         |
| Biology 22        | 3         |
| Electives**       | 6         |
|                   | <u>15</u> |

##### Second Semester

|                                 |           |
|---------------------------------|-----------|
| Political Science               | 6         |
| Distribution                    | 3         |
| Art, Dance, Music or Theatre 61 | 3         |
| Electives**                     | 6         |
|                                 | <u>18</u> |

#### Fourth Year

##### First Semester

|                                       |           |
|---------------------------------------|-----------|
| Political Science*                    | 6         |
| Social Science 200 series or elective | 3         |
| Electives                             | 6         |
|                                       | <u>15</u> |

##### Second Semester

|                                       |           |
|---------------------------------------|-----------|
| Political Science*                    | 3         |
| Social Science 200 series or elective | 3         |
| Electives                             | 9         |
|                                       | <u>15</u> |

\*Students accepted into the Political Science Honors Program should register for Political Science 190 and 191.

#### 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 143  
Urban Politics and Problems  
Political Science 173  
American Political Thought  
Sociology 127 Deviant Behavior  
Sociology 128 Criminology  
For further information, consult the Chair of the Political Science Department.

## Psychology

Professors Duncan, Fudin, Hurvich, Kose (Director, M.A.Program), Magai (Dean of Graduate Research), McGuire, Papouchis (Director, Clinical Training), Penn, Ramirez (Chair), Ritzler, Schuman  
Associate Professors Samstag, Wong  
Assistant Professors Castro-Blanco, Kudadjie-Gyamfi  
Adjunct Faculty: 15

Majors in the Psychology Department are required to complete at least 31 credits in Psychology, including Psychology 3, 125, 150 and 151. In addition, students must complete one course from the Social Science 200 series and take a distribution of six credits in any one of the following four disciplines: Biology, Philosophy, Education or Sociology. A second distribution of six credits in another one of these four disciplines is highly recommended. Students should select distributions in disciplines most relevant to their intended careers.

Psychology majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising personalized plans of study that will best prepare them for their career goals. Students are encouraged to use Psychology 197, 198 – Independent Study – to get hands-on experience in psychology in their junior or senior year under the direction of a faculty member. Except where prerequisites are indicated, there is no set order in which courses must be taken. Students, however, should keep the following in mind when planning their programs: Courses with lower numbers are more fundamental than those with higher numbers. It is recommended that students take foundation courses, Psychology 107, 108 and 109, as early as possible. Psychology 110 through 116 are best taken after Psychology 107 and 109. Students who wish to specialize in some aspect of psychology should take all relevant courses in Psychology 118 through 124, and students planning on graduate work in psychology should take as many of those courses as possible. All seniors are encouraged to take Psychology 190, Honors Seminar for Psychology Majors.

### Program Model

|                                                                                                                  | Cr. |
|------------------------------------------------------------------------------------------------------------------|-----|
| <b>Proficiency Courses and University Core Curriculum</b> – see p. 25.                                           |     |
| <b>Department Requirements</b>                                                                                   | 31  |
| Must include Psychology 3, 125, 150, 151                                                                         |     |
| Social Science 200 series                                                                                        | 3   |
| <b>Distribution</b> 6 (credits in courses 100 level or greater in): Biology, Philosophy, Sociology, or Education |     |
| Electives (to be determined by proficiency requirements)                                                         |     |

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

|                       |    |
|-----------------------|----|
| <i>First Semester</i> |    |
| Psychology 3          | 3  |
| English 16            | 3  |
| History 1             | 3  |
| Foreign Language 11   | 3  |
| Philosophy 61         | 3  |
| Orientation Seminar 1 | 1  |
|                       | 16 |

#### Second Semester

|                     |    |
|---------------------|----|
| Speech 3            | 3  |
| Core Seminar 50     | 3  |
| History 2           | 3  |
| Foreign Language 12 | 3  |
| Philosophy 62       | 3  |
|                     | 15 |

#### Second Year

|                       |    |
|-----------------------|----|
| <i>First Semester</i> |    |
| English 61-64         | 3  |
| Social Science        | 3  |
| Physics 20*           | 4  |
| Mathematics 16        | 3  |
| Elective              | 3  |
|                       | 16 |

#### Second Semester

|                                 |    |
|---------------------------------|----|
| English 61-64                   | 3  |
| Psychology 125                  | 3  |
| Psychology 150                  | 3  |
| Chemistry 21*                   | 3  |
| Art, Dance, Music or Theatre 61 | 3  |
|                                 | 15 |

#### Third Year

|                       |    |
|-----------------------|----|
| <i>First Semester</i> |    |
| Psychology 151        | 4  |
| Psychology            | 3  |
| Distribution          | 3  |
| Biology 22*           | 3  |
| Electives             | 4  |
|                       | 17 |

#### Second Semester

|            |   |
|------------|---|
| Psychology | 6 |
|------------|---|

|              |    |
|--------------|----|
| Distribution | 3  |
| Electives    | 6  |
|              | 15 |

#### Fourth Year

|                                       |    |
|---------------------------------------|----|
| <i>First Semester</i>                 |    |
| Psychology                            | 6  |
| Social Science 200 series or elective | 3  |
| Electives                             | 6  |
|                                       | 15 |

#### Second Semester

|                           |    |
|---------------------------|----|
| Psychology                | 3  |
| Social Science 200 series | 3  |
| Electives                 | 8  |
|                           | 14 |

\*Biology 3 and 4 may be substituted for Physics 20, Chemistry 21 and Biology 22

## 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.

### Program Model

|                                                                                               | Cr. |
|-----------------------------------------------------------------------------------------------|-----|
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25.                                   |     |
| <b>Area of Concentration</b>                                                                  | 30  |
| 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 |     |
| <b>Social Science</b>                                                                         |     |
| One course from Social Science 200 series                                                     | 3   |
| <b>Electives</b> (to be determined by proficiency requirements)                               |     |

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

|                               |           |
|-------------------------------|-----------|
| <b>First Year</b>             |           |
| <i>First Semester</i>         |           |
| Lower-Division Social Science |           |
| Course in Concentration       | 3         |
| English 16                    | 3         |
| Philosophy 61                 | 3         |
| Foreign Language              | 3         |
| Speech 3                      | 3         |
| Orientation Seminar 1         | 1         |
|                               | <u>16</u> |

|                               |           |
|-------------------------------|-----------|
| <i>Second Semester</i>        |           |
| Lower-Division Social Science | 3         |
| Core Seminar 50               | 3         |
| Philosophy 62                 | 3         |
| Foreign Language              | 3         |
| Mathematics 16                | 3         |
|                               | <u>15</u> |

|                                        |           |
|----------------------------------------|-----------|
| <b>Second Year</b>                     |           |
| <i>First Semester</i>                  |           |
| History 1                              | 3         |
| English 61-64                          | 3         |
| Physics 20                             | 4         |
| Upper-Division Course in Concentration | 3         |
| Art, Dance, Music or Theatre 61        | 3         |
|                                        | <u>16</u> |

|                                        |           |
|----------------------------------------|-----------|
| <i>Second Semester</i>                 |           |
| History 2                              | 3         |
| English 61-64                          | 3         |
| Chemistry 21                           | 3         |
| Upper-Division Course in Concentration | 3         |
| Elective                               | 3         |
|                                        | <u>15</u> |

|                                        |           |
|----------------------------------------|-----------|
| <b>Third Year</b>                      |           |
| <i>First Semester</i>                  |           |
| Upper-Division Course in Concentration | 3         |
| Social Science*                        | 6         |
| Biology 22                             | 3         |
| Electives                              | 5         |
|                                        | <u>17</u> |

|                                        |           |
|----------------------------------------|-----------|
| <i>Second Semester</i>                 |           |
| Upper-Division Course in Concentration | 3         |
| Social Science*                        | 6         |
| Electives                              | 9         |
|                                        | <u>18</u> |

|                                        |           |
|----------------------------------------|-----------|
| <b>Fourth Year</b>                     |           |
| <i>First Semester</i>                  |           |
| Upper Division Course in Concentration | 3         |
| Social Science 200 series or elective  | 3         |
| Electives                              | 11        |
|                                        | <u>17</u> |

|                             |   |
|-----------------------------|---|
| <i>Second Semester</i>      |   |
| Social Science* or Elective | 3 |
| Social Science 200 series   |   |

|             |           |
|-------------|-----------|
| or elective | 3         |
| Electives   | 9         |
|             | <u>15</u> |

*\*Upper-division courses in Division III in departments other than in department of concentration.*

### 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 and equips students with skills needed to excel in the twenty-first century. A crosscultural 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.

The minor consists of 12 credits in courses approved for the minor, six in Social Sciences and six in Humanities. Students are strongly recommended to take either Latin American Politics (Political Science 164), History of Latin America (History 157), or People and Cultures of the Caribbean and Latin America (Sociology/Anthropology 135). Students in the minor are also required to take at least one semester of language higher than Language 11 and 12, or the equivalent. 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.

## Social Work

Associate Professor Samuel C. Jones  
(Chair)  
Assistant Professors Susanna Jones,  
Krentzman (Director of Social Work  
Field Education), Jessica Rosenberg  
Adjunct Faculty: 5

### Program Model for Social Work Majors

#### Proficiency Courses and Core Curriculum – see p. 25.

(Must include Sociology 3,  
Anthropology 5, Psychology 3)

#### Department Requirements

44 credits in Social Work  
Electives 9

Social Science electives should be determined in consultation with the departmental adviser. Electives are determined by proficiency requirements. Students majoring in Social Work must complete Sociology 3, Psychology 3 and Philosophy 61 or 62 before taking advanced major courses.

Social Work majors must also complete 44 credits in advanced Social Work courses and 9 credits of Social Science advanced electives. For admission to the baccalaureate program in Social Work, students must apply for formal admission during the second semester of their sophomore year.

To be eligible for admission, students must have a minimum 2.5 grade point average and have completed Social Work 101 (Introduction to Human Services and 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 the University. Students, once admitted to the program, must follow the designated sequence of courses in the core curriculum and the major.

#### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| English 16            | 3         |
| History 1             | 3         |
| Philosophy 61         | 3         |
| Speech 3              | 3         |
| Sociology 3           | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

|                        |              |
|------------------------|--------------|
| <i>Second Semester</i> |              |
| Core Seminar 50        | 3            |
| History 2              | 3            |
| Philosophy 62          | 3            |
| Mathematics 15 or 16   | 3-4          |
| Psychology             | 3            |
|                        | <u>15-16</u> |

**Second Year**

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Social Work 101       | 3         |
| Anthropology 5        | 3         |
| Physics 20            | 4         |
| English 61-64         | 3         |
| Foreign Language 11   | 3         |
|                       | <u>16</u> |

|                        |           |
|------------------------|-----------|
| <i>Second Semester</i> |           |
| Social Work 102        | 3         |
| Chemistry 21           | 3         |
| English 61-64          | 3         |
| Foreign Language 12    | 3         |
| Political Science 11   | 3         |
|                        | <u>15</u> |

**Social Science (Division III) 51****Third Year**

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Social Work 114       | 3         |
| Social Work 123       | 3         |
| Social Work 170       | 3         |
| Biology 22            | 3         |
| Social Work 121       | 3         |
|                       | <u>15</u> |

|                         |           |
|-------------------------|-----------|
| <i>Second Semester</i>  |           |
| Social Work 115         | 3         |
| Social Work 124         | 3         |
| Social Work 171         | 3         |
| Computer Science 8 or 9 | 1         |
| Social Work 116         | 3         |
| Economics 1             | 3         |
|                         | <u>16</u> |

**Fourth Year**

|                                 |           |
|---------------------------------|-----------|
| <i>First Semester</i>           |           |
| Social Work 180                 | 4         |
| Social Work 182                 | 3         |
| Art, Dance, Music or Theatre 61 | 3         |
| Social Science Elective         | 3         |
| Social Science Elective         | 3         |
|                                 | <u>16</u> |

|                         |           |
|-------------------------|-----------|
| <i>Second Semester</i>  |           |
| Social Work 181         | 4         |
| Social Work 183         | 3         |
| Social Science Elective | 3         |
| Elective                | 6         |
|                         | <u>16</u> |

## Sociology/ Anthropology

Professors Hittman, Rosenberg  
Professors Emeriti Carden, Parker  
Associate Professors Barton, Hendrickson  
(Chair), Kim  
Associate Professor Emeriti Gritzer,  
Harwood  
Assistant Professors Ali, Juwayeyi  
Assistant Professor Emeritus Sherar  
Adjunct Faculty: 7

Students may major with a concentration in Sociology or Anthropology.

Students with a Sociology or Anthropology concentration must complete Sociology 3 and Anthropology 4 or 5 before taking advanced major courses.

Sociology/Anthropology majors must also successfully complete 24 credits of advanced work in Sociology or Anthropology, six credits of advanced work in 100-level or higher courses in other social sciences as a distribution, and one course from the Social Science 200 series in the senior year. The 24 credits must include Sociology/Anthropology 111 and Anthropology 137. Sociology 116 is required for students with a Sociology concentration; Anthropology 117 is required for students with an Anthropology concentration.

Students can focus their upper division classes on family studies, religious studies or world cultures.

### Program Model for Sociology/Anthropology Concentrations

**Proficiency Courses and Core**

**Curriculum** – see p. 25.

(Must include Sociology 3 and Anthropology 4 or 5)

**Department Requirements** 24

A total of 24 credits in upper division

Sociology and Anthropology is required, including

Sociology/Anthropology 111, Anthropology 137.

Sociology concentration must include Sociology 116;

Anthropology concentration must include Anthropology 117.

Social Science 200 series 3

**Distribution** 6

Other advanced-level social science(s)

**Electives** (to be determined by proficiency requirements)

**Recommended Course of Studies**

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathemat-

ics courses and the English Department Writing Program; see p. 25.)

**Sociology Concentration****First Year**

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Sociology 3           | 3         |
| English 16            | 3         |
| Philosophy 61         | 3         |
| History 1             | 3         |
| Speech 3              | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

*Second Semester*

|                      |              |
|----------------------|--------------|
| Anthropology 4 or 5  | 3            |
| Core Seminar 50      | 3            |
| Philosophy 62        | 3            |
| History 2            | 3            |
| Mathematics 15 or 16 | 3-4          |
|                      | <u>15-16</u> |

**Second Year**

|                                 |           |
|---------------------------------|-----------|
| <i>First Semester</i>           |           |
| English 61-64                   | 3         |
| Physics 20                      | 4         |
| Foreign Language                | 3         |
| Sociology                       | 3         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>16</u> |

*Second Semester*

|                  |           |
|------------------|-----------|
| English 61-64    | 3         |
| Chemistry 21     | 3         |
| Foreign Language | 3         |
| Sociology        | 3         |
| Elective         | 3         |
|                  | <u>15</u> |

**Third Year**

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Anthropology 137      | 3         |
| Sociology             | 3         |
| Distribution          | 3         |
| Biology 22            | 3         |
| Electives             | 3         |
|                       | <u>15</u> |

*Second Semester*

|               |           |
|---------------|-----------|
| Sociology 111 | 3         |
| Sociology     | 3         |
| Distribution  | 3         |
| Electives     | 9         |
|               | <u>18</u> |

**Fourth Year**

|                                       |           |
|---------------------------------------|-----------|
| <i>First Semester</i>                 |           |
| Sociology 116                         | 3         |
| Sociology                             | 3         |
| Social Science 200 series or elective | 3         |
| Electives                             | 7         |
|                                       | <u>16</u> |

|                                          |           |
|------------------------------------------|-----------|
| <i>Second Semester</i>                   |           |
| Sociology                                | 3         |
| Social Science 200 series<br>or elective | 3         |
| Electives                                | 9         |
|                                          | <u>15</u> |

#### Anthropology Concentration

##### First Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Sociology 3           | 3         |
| English 16            | 3         |
| Philosophy 61         | 3         |
| History 1             | 3         |
| Speech 3              | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

|                        |              |
|------------------------|--------------|
| <i>Second Semester</i> |              |
| Anthropology 4 or 5    | 3            |
| Core Seminar 50        | 3            |
| Philosophy 62          | 3            |
| History 2              | 3            |
| Mathematics 15 or 16   | 3-4          |
|                        | <u>15-16</u> |

##### Second Year

|                                 |           |
|---------------------------------|-----------|
| <i>First Semester</i>           |           |
| English 61-64                   | 3         |
| Physics 20                      | 4         |
| Foreign Language                | 3         |
| Anthropology                    | 3         |
| Art, Dance, Music or Theatre 61 | 3         |
|                                 | <u>16</u> |

|                        |           |
|------------------------|-----------|
| <i>Second Semester</i> |           |
| English 61-64          | 3         |
| Chemistry 21           | 3         |
| Foreign Language       | 3         |
| Anthropology           | 3         |
| Elective               | 3         |
|                        | <u>15</u> |

##### Third Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Anthropology 137      | 3         |
| Anthropology          | 3         |
| Distribution          | 3         |
| Biology 22            | 3         |
| Electives             | 5         |
|                       | <u>17</u> |

|                        |           |
|------------------------|-----------|
| <i>Second Semester</i> |           |
| Anthropology 111       | 3         |
| Anthropology           | 3         |
| Distribution           | 3         |
| Electives              | 9         |
|                        | <u>18</u> |

##### Fourth Year

|                                          |   |
|------------------------------------------|---|
| <i>First Semester</i>                    |   |
| Anthropology 117                         | 3 |
| Anthropology                             | 3 |
| Social Science 200 series<br>or elective | 3 |

|                                          |           |
|------------------------------------------|-----------|
| Electives                                | 8         |
|                                          | <u>17</u> |
| <i>Second Semester</i>                   |           |
| Anthropology                             | 3         |
| Social Science 200 series<br>or elective | 3         |
| Electives                                | 9         |
|                                          | <u>15</u> |

#### Specialized Concentrations in Sociology/Anthropology

Majors in other departments may select a specialized concentration in Sociology/ Anthropology by successfully completing four related courses in one of the following fields. Sociology/ Anthropology majors may select any cluster as part of their major requirements:

##### Ethnic and World Cultures

1. Sociology/Anthropology 133– African Cultures and Societies
2. Sociology/Anthropology 134– East Asian Cultures and Societies or Sociology/Anthropology 136 - South Asian Cultures and Societies
3. Sociology/Anthropology 135– Caribbean and Latin American Cultures and Societies
4. Sociology/Anthropology 142– Native Americans Before Columbus or Sociology/Anthropology 143– Native Americans Today

##### Religious Studies

1. Sociology/Anthropology 105– Religion and Society
2. Sociology/Anthropology 109– Social Movements
3. Sociology/Anthropology 132– Anthropology/Sociology of the Bible
4. Sociology/Anthropology 149– Shamanism and Witchcraft

##### Family Studies

1. Sociology/Anthropology 108 – Youth
2. Sociology/Anthropology 119– Marriage and Family
3. Sociology/Anthropology 126– Culture, Gender and Society
4. Sociology/Anthropology 130– Socialization: The Self and Society

## COMMUNICATIONS, VISUAL AND PERFORMING ARTS (DIVISION IV)

The Division of Communications, Visual and Performing Arts includes the departments of Communication Studies, Performance Studies and Theatre; Dance; Journalism; Media Arts; Music; and Visual Arts.

Students must fulfill the requirements of the core curriculum listed on p. 25, satisfy the requirements of their major, and present one distribution. The distribution is determined by the department in which the student is majoring.

Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

## Communication Studies, Performance Studies and Theatre

Professor Parisi  
Professor Emeritus Freeman  
Associate Professors Bennahum (Program Director of the M.F.A. in New Media Art & Performance), Del Collins, Greaves (Chair), Sannuto,  
Assistant Professors Polisar  
Adjunct Faculty: 25

The Department of Communication Studies, Performance Studies and Theatre offers a major that prepares students for careers as teachers, lawyers, community affairs liaisons, public relations officers, working theatre professionals and corporate managers.

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.

#### Program Model

|                                                             |     |
|-------------------------------------------------------------|-----|
|                                                             | Cr. |
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25. |     |
| <b>Department Requirements</b>                              | 36  |
| <b>Distribution</b>                                         | 6   |
| Any six credits from advanced Art,                          |     |

Dance, English, Journalism, Media Arts, Music, Psychology, Sociology or Teaching and Learning. Electives (to be determined by proficiency requirements)

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

### First Year

#### First Semester

|                       |          |
|-----------------------|----------|
| English 16            | 3        |
| Speech 3              | 3        |
| Philosophy 61         | 3        |
| Foreign Language      | 3        |
| Advanced Speech       | 3        |
| Orientation Seminar 1 | 1        |
|                       | <hr/> 16 |

#### Second Semester

|                      |             |
|----------------------|-------------|
| Core Seminar 50      | 3           |
| Mathematics 15 or 16 | 3-4         |
| Philosophy 62        | 3           |
| Foreign Language     | 3           |
| Advanced Speech      | 3           |
|                      | <hr/> 15-16 |

### Second Year

#### First Semester

|                 |          |
|-----------------|----------|
| English 61-64   | 3        |
| History 1       | 3        |
| Social Science  | 3        |
| Physics 20      | 4        |
| Advanced Speech | 3        |
|                 | <hr/> 16 |

#### Second Semester

|                 |          |
|-----------------|----------|
| English 61-64   | 3        |
| Social Science  | 3        |
| Chemistry 21    | 3        |
| Advanced Speech | 3        |
| Theater         | 3        |
|                 | <hr/> 15 |

### Third Year

#### First Semester

|                   |          |
|-------------------|----------|
| Advanced Speech   | 3        |
| Theater           | 3        |
| History 2         | 3        |
| Biology 22        | 3        |
| Art, Dance, Music | 3        |
|                   | <hr/> 15 |

#### Second Semester

|                 |          |
|-----------------|----------|
| Advanced Speech | 3        |
| Theater         | 3        |
| Distribution    | 3        |
| Electives       | 6        |
|                 | <hr/> 15 |

### Fourth Year

#### First Semester

|                 |   |
|-----------------|---|
| Advanced Speech | 3 |
| Theater         | 3 |

|                        |          |
|------------------------|----------|
| Distribution           | 3        |
| Electives              | 6        |
|                        | <hr/> 15 |
| <i>Second Semester</i> |          |
| Advanced Speech        | 3        |
| Distribution           | 3        |
| Electives              | 9        |
|                        | <hr/> 15 |

Theater concentration majors (24-36 credits) may perform student- or faculty-directed productions. For information, call Dr. John Sannuto; (718) 246-6405.

Department majors, as well as students in all other majors, may participate in the Forensics Team. For further information, see Dr. Gail-Ann Greaves; (718) 488-1090.

## Dance

Professor Stuart (Chair)

Assistant Professor Hash-Campbell

Administrative Assistant: Lisa Biggs

Adjunct Faculty: 18

The Department of Dance offers a Bachelor of Fine Arts (B.F.A.) and a Bachelor of Science (B.S.) in Dance.

The B.F.A. program consists of two comprehensive tracks, one in performance and one in choreography; both cover a wide range of courses. Freshmen and transfer students are required to audition and be interviewed by the Dance faculty before admission to the program.

The emphasis of the B.F.A. program is on professional standards of performance and production for both traditional and experimental venues, including dance on camera. Performance and choreography opportunities are available each semester. At the end of each academic year, all Dance majors are expected to meet competency standards in modern and ballet techniques; those students in the choreography track are expected to compose an original work of choreography in both the junior and senior years. Students who wish to be prepared to teach may request counseling for such purpose.

Students enrolled in the B.F.A. program have the opportunity to work with major choreographers of contemporary dance. They are invited to special showings of many dance companies in various venues in New York and, participate in workshops with visiting companies from the United States and other parts of the world.

The B.S. program is intended for students interested in pursuing graduate-level study in dance or dance-related fields or careers in such areas as arts management,

photography, videography, musical theater, various health professions, or independent studio operation. Students may also pursue a minor course of study in a second field of their choosing. Such students will be advised of requirements to fulfill an undergraduate minor and requirements for entry into particular graduate programs.

### Dance Department Philosophy

Students who choose to study Dance at the Brooklyn Campus will also be prepared to succeed in the future with a strong liberal arts and science education. The Dance Department is a part of Richard L. Conolly College, the campus college of liberal arts and sciences, and is responsible for providing high academic standards for its students. While the professional preparation program is geared to performance, it is understood that many young artists must be able to compete in many areas of life and therefore must have the intellectual skills to do so. The growth of each individual student is supported by small classes, intense training and a broad general education.

The technical training schedule is replete with opportunities to learn a variety of dance techniques in keeping with the current needs of the dance world. In most instances, dancers are expected to be versatile and equipped with the flexibility to perform different styles and forms. Therefore, the Department provides opportunities to train in the classic modern techniques and ballet as well as postmodern styles, world dance traditions, and examples of fusion expression.

The Dance Department embraces a philosophy of education that is committed to developing the total individual. Classes in Modern and Ballet techniques and in World Dance forms provide a strong technical base; choreography and improvisation requirements develop creative skills; and theory courses in music, dance science, history and education complete the curriculum.

### Dance Wellness Program

The Dance Department includes a Wellness Program for all majors, in which each student is screened for physical limitations, strength and stamina, balance and coordination. The screening is followed up with a prescription for corrective measures, administered through both the Dance and Physical Therapy Departments.

### Resident Choreographer

Each semester, the Dance Department invites established choreographers either

to create a new work or to set a work from his or her repertory on the Brooklyn Campus dancers. Merle Holloman (Limon Dance Company), Donna Uchizono, and Doug Elkins have set works on the LIU dancers in the last three years.

### Performance Opportunities

Among the various performance opportunities made available to Dance majors, there is 4th Fridays, an annual works-in-progress showing and Winter and Spring concerts. Student, faculty and guest works may be included in various programs sponsored by the University and off-campus producers. A student ensemble performs at local high schools.

### Dance Scholarships and Financial Aid

Scholarships are available to entering students based on ability and scholarship. Many students are eligible for some financial aid. (See Office of Financial Services.)

### Program Model for B.F.A. in Dance in Performance and Choreography

Cr.

### Proficiency Courses and Core Curriculum – see p. 25.

(Majors are required to complete 33 credits in the liberal arts and sciences core curriculum. See department adviser for specific requirements, sequence and recommendations.)

### Departmental Requirements 93

Dance 100, 121, 122, 131, 132, 133, 134, 141M, 142M, 143M, 144M, 145, 146, 147, 148, 151, 152, 153, 154, 160, 170, 205, 206, 210, 215A, 215B, 216A, 216B, 231, 232, 233, 234, 241M, 242M, 243M, 244M, 245, 247, 248, 251, 252,

### Ancillary Requirements

Biology 131 4

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

### First Year

#### First Semester

|                       |           |
|-----------------------|-----------|
| Dance 100             | 2         |
| Dance 170             | 2         |
| Dance 131             | 3         |
| Dance 141M            | 3         |
| Dance 145             | 2         |
| Dance 151             | 1         |
| English 16            | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>17</u> |

### Second Semester

|                 |           |
|-----------------|-----------|
| Dance 121       | 2         |
| Dance 160       | 3         |
| Dance 132       | 3         |
| Dance 142M      | 3         |
| Dance 146       | 2         |
| Dance 152       | 1         |
| Core Seminar 50 | 3         |
|                 | <u>17</u> |

### Second Year

#### First Semester

|               |           |
|---------------|-----------|
| Dance 215.A   | 1         |
| Dance 122     | 2         |
| Dance 133     | 3         |
| Dance 143M    | 3         |
| Dance 147     | 2         |
| Dance 153     | 1         |
| English 61-64 | 3         |
| Speech 3      | 3         |
|               | <u>18</u> |

#### Second Semester

|                      |              |
|----------------------|--------------|
| Dance 215B           | 1            |
| Dance 134            | 3            |
| Dance 144M           | 3            |
| Dance 148            | 2            |
| Dance 154            | 1            |
| Dance 221 (elective) | 0-2          |
| Biology 3            | 4            |
| Social Science Core  | 3            |
|                      | <u>17-19</u> |

### Third Year

#### First Semester

|                     |              |
|---------------------|--------------|
| Dance 205           | 3            |
| Dance 231           | 2            |
| Dance 241M          | 3            |
| Dance 245           | 3            |
| Dance 251           | 1            |
| Biology 131         | 4            |
| Social Science Core | 3            |
| Advanced Elective   | 0-3          |
|                     | <u>16-19</u> |

#### Second Semester

|                |           |
|----------------|-----------|
| Dance 206      | 3         |
| Dance 232      | 2         |
| Dance 242M     | 3         |
| Dance 246      | 3         |
| Dance 252      | 1         |
| Dance 210      | 3         |
| History 1 or 2 | 3         |
|                | <u>18</u> |

### Fourth Year

#### First Semester

|                      |              |
|----------------------|--------------|
| Dance 233            | 2            |
| Dance 243M           | 3            |
| Dance 247            | 3            |
| Dance 253 (elective) | 0-1          |
| Philosophy 61 or 62  | 3            |
| Advanced Electives   | 3-4          |
|                      | <u>11-16</u> |

#### Second Semester

|           |   |
|-----------|---|
| Dance 234 | 2 |
|-----------|---|

|                      |              |
|----------------------|--------------|
| Dance 244M           | 3            |
| Dance 248            | 3            |
| Dance 254 (elective) | 0-1          |
| Mathematics 15       | 4            |
| Advanced Electives   | 0-5          |
|                      | <u>12-18</u> |

### Program Model for B.S. in Dance

Cr.

### Proficiency Courses and Core Curriculum – see p. 25.

### Departmental Requirements 38

Dance 100, 103.1, 104.1, 105.1, 106.1, 107.1, 108.1, (or 108.1, 108.2), 121, 160, 170, 206, 210, 218.1 and 218.2 or 141M and 142M

### Ancillary Course

Biology 131 4

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

### First Year

#### First Semester

|                       |           |
|-----------------------|-----------|
| Dance 100             | 2         |
| Dance 103.1           | 3         |
| Dance 107.1           | 3         |
| English 16            | 3         |
| History 1             | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>15</u> |

### Second Semester

|                 |           |
|-----------------|-----------|
| Dance 104.1     | 3         |
| Dance 108.1     | 3         |
| Dance 160       | 3         |
| Core Seminar 50 | 3         |
| History 2       | 3         |
| Speech 3        | 3         |
|                 | <u>18</u> |

### Second Year

#### First Semester

|                  |           |
|------------------|-----------|
| Dance 105.1      | 3         |
| English 61-64    | 3         |
| Physics 20       | 4         |
| Social Science   | 3         |
| Foreign Language | 3         |
|                  | <u>16</u> |

#### Second Semester

|                                 |           |
|---------------------------------|-----------|
| Dance 106.1                     | 3         |
| Art, Dance, Music or Theatre 61 | 3         |
| English 61-64                   | 3         |
| Biology 3                       | 4         |
| Social Science                  | 3         |
| Foreign Language                | 3         |
|                                 | <u>19</u> |

### Third Year

#### First Semester

|                    |   |
|--------------------|---|
| Dance 218.1 or 141 | 3 |
|--------------------|---|

|               |    |
|---------------|----|
| Philosophy 61 | 3  |
| Biology 131   | 4  |
| Minor         | 6  |
|               | 16 |

|                        |    |
|------------------------|----|
| <i>Second Semester</i> |    |
| Dance 218.2 or 142     | 3  |
| Dance 210              | 3  |
| Philosophy 62          | 3  |
| Mathematics 15         | 4  |
| Minor or Elective      | 3  |
|                        | 16 |

#### Fourth Year

|                         |       |
|-------------------------|-------|
| <i>First Semester</i>   |       |
| Dance 170               | 2     |
| Advanced Dance Elective | 0-3   |
| Electives or Minor      | 9     |
|                         | 12-14 |

|                         |       |
|-------------------------|-------|
| <i>Second Semester</i>  |       |
| Dance 206               | 3     |
| Advanced Dance Elective | 0-3   |
| Electives or Minor      | 6-9   |
|                         | 12-17 |

#### Minors in Dance

##### *Pre-Physical Therapy*

Students in pre-Physical Therapy B.S. program must complete the following: one semester of biology with lab (for science majors); two semesters of chemistry with lab; two semesters of physics with lab; one semester of human physiology.

*Note: Admission to the professional phase of the Physical Therapy program requires a cumulative grade point average of at least 3.0 and a grade point average of at least 3.0 for all prerequisite science courses. Grades below C are not accepted.*

##### *Business/Management*

Students must take Economics 1, 2 as the social science core and the following Business courses: Accounting 101, Finance 101, Management 101 and Marketing 101.

##### *Journalism/Critical Writing*

Students must successfully complete English 103, Media Arts 182, Philosophy 163, Theatre 104.1 and 104.2. Media Arts 112 and Journalism 122 are recommended.

##### *Media Arts: Computer Animation*

Students must successfully complete Media Arts 124, 131, 134.1 and 134.2.

##### *Media Arts: Video Production*

Students must successfully complete Media Arts 102, 103, 106 and 108.

##### *Media Arts: Photography*

Students must successfully complete

Media Arts 115, 117, 120 and 121.

Other minors can be arranged in the Communication Studies, Performance Studies and Theatre Department and the Sociology/Anthropology Department.

## Journalism

Professors Bird, Engelman (Chair)  
Professor Emeritus Jaffe  
Assistant Professor Rauch  
George Polk Journalist-in-Residence  
Bock  
Adjunct Faculty: 10

The Department of Journalism helps students prepare for a variety of media professions, including those in newspapers, broadcasting, magazines, public relations and advertising.

Through specialized instruction, students develop the specific reporting, factual writing, editing and production skills required in these professions. Moreover, they acquire a broad background in the historical, legal, theoretical and ethical dimensions of journalism. Students also learn of the social responsibilities of journalism and mass communication and become critical consumers of information and persuasion in the mass and interactive media.

In addition to acquiring a broad liberal arts background in the humanities, and social and natural sciences, journalism majors are expected to participate in a wide variety of extracurricular activities, such as Seawanhaka, the student newspaper, and to develop career objectives and a portfolio while pursuing their news-editorial undergraduate studies.

#### Concentrations for Journalism Majors

The Journalism Department core news-editorial sequence consists of the following:

Journalism 119 (News Writing)  
Journalism 135 (News Reporting I)  
Journalism 136 (News Reporting II)  
Journalism 137 (News Editing and Makeup)

In addition, majors may specialize in the following concentrations by taking an integrated cluster of courses in journalism and other disciplines, supplemented by appropriate on-campus and off-campus internships.

##### *Print Journalism*

The historic strength of the Journalism Department is its focus on helping students acquire the editorial skills necessary to work in newspaper and magazine journalism. The news-editorial core is

augmented by specialized courses in reporting, editing and magazine article writing taught by leading professionals from the world of New York journalism.

Working as a reporter or editor for the student campus newspaper is an integral part of a student's training. Students normally apply for scholarships and attend internship and job fairs of organizations such as the Dow Jones Newspaper Fund, Newsday and the American Society of Magazine Editors. Students have received summer internships from leading newspapers and magazines located across the nation.

##### *Broadcast Journalism*

Journalism majors receive training in both the editorial and production skills necessary for careers in radio and television journalism through courses in the Journalism and Media Arts departments. Thus, students learn radio and television news writing as well as audio and video production. Courses are taught by leading professionals, including local network reporters and anchors.

Students gain valuable experience by working for the campus radio and television stations and interning at network news programs and other broadcast outlets in the New York metropolitan area.

##### *Desktop Publishing and Online Journalism*

Students develop proficiency in Quark XPress and other desktop publishing programs currently used by media professionals. Editing and layout classes are taught in the state-of-the-art Kalman Seigel Journalism Computer Laboratory, funded in part by The New York Times Company Foundation. The Media Arts Department offers advanced digital publishing, computer graphics and Web construction courses. Class projects become part of a student's professional portfolio. Students also learn to use the Internet and specialized databases for computer-assisted reporting.

##### *Business Reporting, Advertising, Publishing and Corporate Communications*

Growing numbers of graduates find excellent jobs in business-related journalism and communications. Courses in the School of Business supplement the Journalism Department's specialized courses in business reporting, media management, public relations and advertising.

Students draw upon the dynamic New York City business community for internships and jobs. Journalism majors have successfully competed for awards such as the New York Financial Writers Association Scholarship. Others have

landed internships or jobs at leading business and trade publications and public relations firms.

#### *Sports Journalism*

The growth of the sports industry and of popular interest in athletics provides new opportunities for sports writers. Sports reporting is taught by a veteran sports journalist who covered every major sports event in a 40-year career including NFL, NBA, major league baseball and NHL. The class meets with professional athletes and sports reporters and takes trips to professional sporting events. A sports information and public relations course prepares students to work for professional teams and sports organizations.

Students have the opportunity to work in the office of the University's Sports Information Director. Journalism majors have won NCAA summer sports journalism scholarships. Internships have ranged from Sports Illustrated and CBS Sports to the public information office of the World Cup soccer championships.

#### *International Reporting*

The Journalism Program prepares students interested in foreign reporting and international communications. Students can enroll in the Journalism Department's Inter Press Service/United Nations Internship, for which students get full press credentials at the United Nations. The Journalism Department's Kruglak Fellowship in International News Reporting enables students to engage in a foreign-reporting project or internship abroad.

Students supplement journalism courses on international news-gathering systems with appropriate political science, history and foreign language courses.

#### *Pre-Law*

Many students have successfully used Journalism as a pre-law major because research and writing skills are critical for the legal professional. In addition to the communications law course offered by the Journalism Department, students take relevant law and Political Science courses.

Pre-law students may report on legal affairs for the campus newspaper and other campus media. Journalism majors have obtained internships at the American Civil Liberties Union and the Center for Constitutional Rights. Faculty provide assistance for the law-school application process.

#### *Campus Media*

Students gain valuable practical experience working on the university's weekly newspaper, Seawanhaka, on the year-book, Sound and on the campus broadcast outlets WLIU radio and LIU-TV. Such experience builds a student's résumé and provides material for a professional portfolio.

Student leaders of campus media such as editors and managers receive partial tuition remission. Students may also receive academic credit for campus media work.

#### *Professional Organizations*

The Journalism Department sponsors a campus chapter of the Society of Professional Journalists (SPJ), the nation's leading organization of print and broadcast journalists. The chapter invites leading journalists to campus and participates in regional and national conventions.

The Journalism Department and its students also maintain an active relationship with the National Association of Black Journalists, the National Association of Hispanic Journalists, and the Asian-American Journalists Association. These groups provide scholarships and other resources for journalism students.

#### *Internship Program*

Because the Journalism Department is located in the nation's media capital, off-campus internships can be tailored to a student's special interests. For example, students interested in broadcast journalism have interned at ABC Evening News with Peter Jennings, CNN, the ABC news magazine 20/20, MTV, Fox Broadcasting, NBC-TV, Bloomberg Business News, the Voice of America and Pacifica Radio station WBAI-FM.

Print-oriented students have worked at such local newspapers as The New York Times, the Daily News and the New York Post and, during the summer months, at such major regional newspapers as the Hartford Courant and the Philadelphia Inquirer. Students also have been placed at specialized magazines ranging from Rolling Stone and Essence to Hip Hop Fashions, The Source, Latina Magazine, and InStyle Magazine.

Top public relations firms, including Gavin Anderson and Golin Harris, have selected Long Island University journalism majors for high-level internships. Other students have undertaken internships with webzines and other New Media. Journalism majors also have served as press interns at national political conventions. In many cases, internships pave the way for jobs following graduation.

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

The Kruglak Fellowship in International News Reporting, unique in the field of journalism education, provides funding for junior and senior journalism majors to undertake special journalism projects and internships around the globe. The fellowship has, for example, permitted students to visit Nicaragua during the Contra war, to work with CNN in India, to observe the role of the United Nations in post-Pol Pot Cambodia, to attend a conference on economic development in Cairo, and to work on a renowned London weekly. Those projects were undertaken with close, on-site supervision by professional journalists, arranged by the Journalism Department.

#### *Award Competitions*

Journalism majors regularly win major local, regional and national journalism awards and scholarships. These range from scholarships given by the Deadline Club of New York and paid internships given by the American Society of Magazine Editors to the NCAA Foundation/ Freedom Forum Sports Journalism Program. Many students have competed successfully for paid summer internships at newspapers across the country – including The Detroit News, The Cleveland Plain-Dealer, The Philadelphia Daily News, and The St. Petersburg Times – sponsored by the Dow Jones Newspaper Fund and other news organizations. Journalism majors with an interest in politics have received special political science summer scholarships, including a Sears Congressional Internship in Washington, D.C.

#### **Program Model**

Cr.

#### **Proficiency Courses and Core Curriculum – see p. 25**

**Department Requirements** 31  
Journalism 100, 101, 119, 120, 135, 136, 160 and 12 credits from other

Journalism courses numbered over 100  
**Ancillary Requirement** 3

Media Arts 100, 111, 115, 124, 156, or 163

**Distribution** 6  
Any Electives (to be determined by proficiency requirements)

#### **Recommended Course of Studies**

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

|                       |          |
|-----------------------|----------|
| <b>First Year</b>     |          |
| <i>First Semester</i> |          |
| Journalism 120        | 3        |
| English 16            | 3        |
| History 1             | 3        |
| Foreign Language      | 3        |
| Speech 3              | 3        |
| Orientation Seminar 1 | <u>1</u> |
|                       | 16       |

|                        |          |
|------------------------|----------|
| <i>Second Semester</i> |          |
| Mathematics 15 or 16   | 3-4      |
| Core Seminar 50        | 3        |
| History 2              | 3        |
| Foreign Language       | 3        |
| Social Science         | <u>3</u> |
|                        | 15-16    |

|                       |          |
|-----------------------|----------|
| <b>Second Year</b>    |          |
| <i>First Semester</i> |          |
| Journalism 119        | 3        |
| Social Science        | 3        |
| English 61-64         | 3        |
| Physics 20            | 4        |
| Philosophy 61         | <u>3</u> |
|                       | 16       |

|                        |          |
|------------------------|----------|
| <i>Second Semester</i> |          |
| Journalism 100         | 3        |
| Journalism Elective    | 3        |
| English 61-64          | 3        |
| Chemistry 21           | 3        |
| Philosophy 62          | <u>3</u> |
|                        | 15       |

|                                            |          |
|--------------------------------------------|----------|
| <b>Third Year</b>                          |          |
| <i>First Semester</i>                      |          |
| Journalism 135                             | 3        |
| Journalism 160                             | 1        |
| Media Arts 106, 111, 115, 124, 156, or 163 | 3        |
| Distribution                               | 3        |
| Biology 22                                 | 3        |
| Electives                                  | <u>5</u> |
|                                            | 18       |

|                                 |          |
|---------------------------------|----------|
| <i>Second Semester</i>          |          |
| Journalism 101                  | 3        |
| Journalism 136                  | 3        |
| Journalism 160                  | 1        |
| Journalism Elective             | 3        |
| Art, Dance, Music or Theatre 61 | 3        |
| Elective                        | <u>3</u> |
|                                 | 16       |

|                       |          |
|-----------------------|----------|
| <b>Fourth Year</b>    |          |
| <i>First Semester</i> |          |
| Journalism Elective   | 3        |
| Journalism 160        | 1        |
| Distribution          | 3        |
| Electives             | <u>9</u> |
|                       | 16       |

|                        |   |
|------------------------|---|
| <i>Second Semester</i> |   |
| Journalism Elective    | 3 |
| Journalism 160 or      |   |
| Cooperative Field Work | 1 |

|                             |           |
|-----------------------------|-----------|
| Journalism 160 or Electives | <u>11</u> |
|                             | 15        |

## Media Arts

University Professor O'Doherty  
Professors Fishelson, Lauth, Moghaddam  
Associate Professors Banks (Chair), Broe,  
Goodman, Lorenz, Sackner-Bernstein  
Assistant Professor Nappi  
Adjunct Faculty: 15

The Department of Media Arts 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:

Broadcasting, Computer Graphics/Digital Design/Animation/Interactive Media  
Digital Audio/Sound Design,  
Film, Television and Digital Video  
Production, Film, Television and Media  
Studies, Media Management, On-Camera  
Performance, Photography/Digital  
Photography, Radio Production,  
Screenwriting, 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.

### 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.

The Media Arts Department also offers a new 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  
3D Animation  
Interactive Media and Web Design  
Digital Audio and Computer Sound  
Design  
Broadcast Design and Special Effects

In both B.A. and B.F.A. programs, all Media Arts majors, beginning as freshmen, have immediate access to equipment and facilities including: photography darkrooms, digital photography labs, digital editing labs, television studio, computer graphics labs, digital audio suite, cinema screening facilities and digital cameras.

The Department also offers adjunct faculty of outstanding media professionals, a competitive internship program, opportunities to participate in professional productions and exhibitions, as well as in film festivals and special media events.

### B.A. Program Model

Cr.

**Proficiency Courses and Core Curriculum** – see p. 25.

**Departmental Requirements** 36  
36 credits total

12 credits of Required Courses:  
Media Arts 100; 119 or 161 or 162; Mus  
180; 150 or 152; 164 or 187; 239

### Ancillary Requirements:

any 6 credits above 100, taken outside the Department

**Electives** 22-41

### Recommended Course of Studies for B.A.

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

### First Year

|                       |          |
|-----------------------|----------|
| <i>First Semester</i> |          |
| Media Arts            | 3        |
| English 16            | 3        |
| History 1             | 3        |
| Speech 3              | 3        |
| Orientation Seminar   | <u>1</u> |
|                       | 13       |

### Second Semester

|                                     |          |
|-------------------------------------|----------|
| Art, Dance, Film, Music, Theatre 61 | 3        |
| Media Arts 100                      | 3        |
| History 2                           | 3        |
| Mathematics 16                      | 3        |
| Media Arts                          | <u>3</u> |
|                                     | 15       |

### Second Year

|                       |   |
|-----------------------|---|
| <i>First Semester</i> |   |
| Core Seminar 50       | 3 |

|                  |           |
|------------------|-----------|
| Media Arts       | 3         |
| English 61-64    | 3         |
| Foreign Language | 3         |
| Social Science   | 3         |
|                  | <u>15</u> |

|                        |           |
|------------------------|-----------|
| <i>Second Semester</i> |           |
| Media Arts 150 or 152  | 3         |
| Media Arts             | 3         |
| English 61-64          | 3         |
| Foreign Language       | 3         |
| Physics 20             | 4         |
|                        | <u>16</u> |

### Third Year

|                              |           |
|------------------------------|-----------|
| <i>First Semester</i>        |           |
| Media Arts                   | 3         |
| Media Arts 187 or 164 or 239 | 3         |
| Social Science               | 3         |
| Chemistry 21                 | 3         |
| Philosophy 61                | 3         |
|                              | <u>15</u> |

|                                         |           |
|-----------------------------------------|-----------|
| <i>Second Semester</i>                  |           |
| Media Arts 119 or 161 or 162 or Mus 180 | 3         |
| Electives                               | 6         |
| Required Ancillary                      | 3         |
| Biology 22                              | 3         |
| Philosophy 62                           | 3         |
|                                         | <u>18</u> |

### Fourth Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Media Arts            | 6         |
| Electives             | 9         |
| Required Ancillary    | 3         |
|                       | <u>18</u> |

|                        |           |
|------------------------|-----------|
| <i>Second Semester</i> |           |
| Media Arts             | 3         |
| Required Ancillary     | 3         |
| Electives 1            | 12        |
|                        | <u>18</u> |

### B.F.A. Program Model:

Cr.

### Proficiency Courses and Core Curriculum – see p. 25.

### Department Requirements:

- 81 credits:
- 12 credits Foundation courses (required)
- 12 credits Theory (required)
- 27 credits Computer Art/Studio (required)
- 27 credits Computer Art/Studio (electives)
- 3 credits Media Arts (elective)

### Recommended course of studies for B.F.A.

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics and the English Department Writing Program; see p. 25.)

### First Year

|                         |           |
|-------------------------|-----------|
| <i>First Semester</i>   |           |
| Orientation Seminar 1   | 1         |
| Speech 3                | 3         |
| English 16              | 3         |
| Philosophy 61           | 3         |
| Computer Art (required) | 6         |
|                         | <u>16</u> |

|                         |           |
|-------------------------|-----------|
| <i>Second Semester</i>  |           |
| Core Seminar 50         | 3         |
| Art 61                  | 3         |
| History 1               | 3         |
| Computer Art (required) | 6         |
|                         | <u>15</u> |

### Second Year

|                         |           |
|-------------------------|-----------|
| <i>First Semester</i>   |           |
| Math 16                 | 3         |
| Foreign Language        | 3         |
| Computer Art (required) | 6         |
| Computer Art (elective) | 3         |
|                         | <u>15</u> |

|                         |           |
|-------------------------|-----------|
| <i>Second Semester</i>  |           |
| Physics 21              | 4         |
| English 61,62, 63 or 64 | 3         |
| Computer Art (required) | 3         |
| Computer Art (elective) | 3         |
| General Elective        | 3         |
|                         | <u>16</u> |

### Third Year

|                          |           |
|--------------------------|-----------|
| <i>First Semester</i>    |           |
| Chemistry 21             | 3         |
| Social Science           | 3         |
| Computer Art (required)  | 6         |
| Computer Art (electives) | 6         |
|                          | <u>18</u> |

|                          |           |
|--------------------------|-----------|
| <i>Second semester</i>   |           |
| Social Science           | 3         |
| Computer Art (required)  | 3         |
| Computer Art (electives) | 9         |
| Media Arts (elective)    | 3         |
|                          | <u>18</u> |

### Fourth Year

|                         |           |
|-------------------------|-----------|
| <i>First Semester</i>   |           |
| Computer Art (required) | 9         |
| Computer Art (elective) | 3         |
| General Elective        | 3         |
|                         | <u>15</u> |

|                         |           |
|-------------------------|-----------|
| <i>Second Semester</i>  |           |
| Computer Art (required) | 9         |
| Computer Art (elective) | 3         |
| General Elective        | 3         |
|                         | <u>15</u> |

### Minors in Media Arts

The Media Arts Department offers a variety of 12-credit Media Arts minors for students in other disciplines to complement their major. These minors give students expanded career options, additional technical expertise and a creative outlet. Students may follow a Media Arts

minor within the following Areas of Concentration listed below, or design their own Integrated Track minor.

- Computer Graphics/Animation/Interactive
- Audio/Digital Sound Design
- Film, Television & Digital Video Production
- Film, Television and Media Studies
- Media Management
- On-Camera Performance/Directing
- Photography/Digital Photography
- Screenplay
- Video Journalism

For course selection, information on the Integrated Track or Area of Concentration options and advice on career opportunities, consult with Media Arts Department faculty advisers.

## Music

Professors Aquino (Chair), Cooper  
Professors Emeriti Chaikin, Yellin  
Assistant Professor Newsome  
Adjunct Faculty: 3

The Music Department offers the Bachelor of Arts (B.A.), the Bachelor of Fine Arts (B.F.A.), and the B.S. in Music Education. The B.A. in traditional music studies is offered in instrumental, vocal, and theory specializations. The B.F.A. in jazz studies is offered in instrumental, vocal, and composition/arranging specializations.

Applicants seeking admission into any of the Music programs should contact the Admissions Office for the regular admission application and the Music Department for an interview and audition.

All majors are expected to meet competency standards in piano by the end of the senior year.

Applied Music majors will, in their junior and senior years, perform before a faculty jury for the purpose of progress evaluation.

The Music Department offers a minor in Music (16 credits). Consult Chair for further details.

The following program models are for the B.A. and the B.F.A. See departmental adviser for specific requirements, sequence and recommendations.

### Program Model for the B.A.

### Applied Music: Traditional Studies

Cr.

### Proficiency Courses and Core Curriculum – see p. 25.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Department Requirements</b> 40-48                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Third Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Department, complete the Music major with fewer music credits.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| All majors<br>Music 3, 4, 107, 108, 131, 132, 133, 134<br>Individual music instruction – every semester<br>Ensemble – every semester in attendance, or as advised<br>Secondary piano (except for piano Majors) – as advised<br>Other requirements<br>Required piano proficiency for nonpiano majors<br>Additional credits in music, as advised                                                                                                                                                                                                                                                                                                             | <i>First Semester</i><br>Music 116 1<br>Music 133 or 161, 163 3-4<br>Music Ensemble 2<br>Other Music Study 2-3<br>English 61-64 3<br>Distribution 3<br>Art, Dance, Music or Theatre 3<br>17-19<br><br><i>Second Semester</i><br>Music 116 1<br>Music 134 or 162, 164 2-4<br>Music Ensemble 2<br>Other Music Study 2-3<br>English 61-64 3<br>Distribution 3<br>14-16<br><br><b>Fourth Year</b><br><i>First Semester</i><br>Music 116 1<br>Other Music Study 7<br>Biology 22 3<br>Electives 5<br>16<br><br><i>Second Semester</i><br>Music 116 1<br>Other Music Study 5<br>Electives 9<br>15                                                                                                                                                                                                                                                                                          | <b>Recommended Course of Studies</b><br>(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)<br><br><b>First Year</b><br><i>First Semester</i><br>Music 116 1<br>Other Music Study 2<br>English 16 3<br>Foreign Language 3<br>Philosophy 61 3<br>Speech 3 3<br>Orientation Seminar 1 1<br>16<br><br><i>Second Semester</i><br>Music 116 1<br>Other Music Study 2<br>Core Seminar 50 3<br>Foreign Language 3<br>Philosophy 62 3<br>Mathematics 15 or 16 3-4<br>15-16<br><br><b>Second Year</b><br><i>First Semester</i><br>Music 116 1<br>Music 3 2<br>Music 131 or 133 3<br>History 1 3<br>Physics 20 4<br>Social Science 3<br>16<br><br><i>Second Semester</i><br>Music 116 1<br>Music 4 2<br>Music 132 or 134 3<br>History 2 3<br>Social Science 3<br>12<br><br><b>Third Year</b><br><i>First Semester</i><br>Music 116 1<br>Music Ensemble 2<br>Music 161 or 163 2<br>English 61-64 3<br>Music 107 3<br>Distribution 3<br>14<br><br><i>Second Semester</i><br>Music 116 1<br>Music Ensemble 2<br>Music 162 or 164 2<br>English 61-64 3<br>Music 108 3<br>Distribution 3<br>14 |
| <b>Distribution</b> 6<br>Advanced credits chosen from Division of Communications, Visual and Performing Arts (other than Music)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Electives</b> (to be determined by proficiency requirements)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Recommended Course of Studies</b><br>(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>First Year</b><br><i>First Semester</i><br>Music 116 1<br>Other Music Study 2<br>English 16 3<br>Foreign Language 3<br>Philosophy 61 3<br>Speech 3 3<br>Orientation Seminar 1 1<br>16<br><br><i>Second Semester</i><br>Music 116 1<br>Other Music Study 2<br>Core Seminar 50 3<br>Foreign Language 3<br>Philosophy 62 3<br>Mathematics 15 or 16 3-4<br>15-16<br><br><b>Second Year</b><br><i>First Semester</i><br>Music 116 1<br>Music 3 2<br>Music 131 3<br>History 1 3<br>Physics 20 4<br>Social Science 3<br>16<br><br><i>Second Semester</i><br>Music 116 1<br>Music 4 2<br>Music 132 3<br>History 2 3<br>Chemistry 21 3<br>Social Science 3<br>15 | <b>Program Model for the B.F.A.</b><br><br><b>Applied Music: Jazz Studies</b> Cr.<br><br><b>Proficiency Courses and Core Curriculum</b> – see p. 25.<br><b>Department Requirements*</b> 38-49<br>All majors<br>Music 3, 4, or 165, 166 and 106, 107, 108, 161, 162, 163, 164<br>Two semesters of traditional Harmony and Counterpoint from the sequence 131, 132, 133, and 134, according to placement<br>Individual music instruction-every semester<br>Ensemble-every semester, or as advised<br>Secondary piano (except for piano majors)-as advised<br>Other requirements<br>Voice majors-Music 5<br>Piano majors-Music 7 or 8<br>Additional credits in music, as advised<br><b>Distribution</b> 6<br>Advanced credits chosen from Division of Communications, Visual and Performing Arts (other than Music)<br><b>Electives</b> (to be determined by proficiency requirements) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Second Semester</i><br>Music 116 1<br>Other Music Study 2<br>Core Seminar 50 3<br>Foreign Language 3<br>Philosophy 62 3<br>Mathematics 15 or 16 3-4<br>15-16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Second Year</b><br><i>First Semester</i><br>Music 116 1<br>Music 3 2<br>Music 131 3<br>History 1 3<br>Physics 20 4<br>Social Science 3<br>16<br><br><i>Second Semester</i><br>Music 116 1<br>Music 4 2<br>Music 132 3<br>History 2 3<br>Chemistry 21 3<br>Social Science 3<br>15                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Second Semester</i><br>Music 116 1<br>Music 4 2<br>Music 132 3<br>History 2 3<br>Chemistry 21 3<br>Social Science 3<br>15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | *Students with a double major may, with the advisement and approval of the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

#### Fourth Year

##### First Semester

|                                 |           |
|---------------------------------|-----------|
| Music 116                       | 1         |
| Other Music Study               | 8         |
| Art, Dance, Music or Theatre 61 | 3         |
| Elective                        | 3         |
|                                 | <u>15</u> |

##### Second Semester

|                   |           |
|-------------------|-----------|
| Music 116         | 1         |
| Music 106         | 3         |
| Other Music Study | 2         |
| Electives         | 9         |
|                   | <u>15</u> |

#### Program for B.S. in Music Education

Consult the Music Department for the recommended course of studies for a B.S. in Music Education.

### Visual Arts

Professor Dantzic, Rudey  
Professor Emeritus Ries  
Associate Professors Barry (Chair),  
Grove (Director of Galleries), Lorenz  
Adjunct Faculty: 15

Art Department courses aim to sharpen and heighten perception and skills in all students. The Department is composed of recognized practicing professional artists and art historians who are familiar with the contemporary art world. The Department 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. Classes also are available at Urban Glass in hot and cold glass, neon, and casting techniques. Consult Chair for further details.

The Visual Arts Department offers three baccalaureate degrees: a Bachelor of Arts in Visual Arts, a Bachelor of Fine Arts in Art Education and a Bachelor of Fine Arts in Studio Art.

Students who major in the Visual Arts are offered an opportunity to center their studies around the practice and history of the visual experience. Concentrations are available in painting, drawing, photography, ceramics and sculpture.

Students who major in Art Education prepare themselves to meet minimum requirements for provisional certification as a teacher of Art K through 12.

Students who major in Studio Art prepare themselves for graduate schooling in Art or entry into a wide variety of art-related careers.

All Art majors must complete the foundation program: Art 101, 102, 150.1, 152, 154, 155, 170 and 171. A senior thesis show is required of all graduating seniors.

Art majors may formulate individual minors with the approval of the Visual Arts Department Chair and the Dean.

Internships are available with the approval of the Chair.

Students in all disciplines may select Visual Arts for a double major, completing 36 hours in Art as well as the requirements of the other major. Permission for a double major must be approved by the appropriate department chairs and deans.

#### B.A. in the Visual Arts

The B.A. in the Visual Arts Concentration is available in painting, drawing, ceramics, sculpture, computer art and art history for candidates for the Bachelor of Arts in the Visual Arts.

#### Program Model

|                                                                                       |     |
|---------------------------------------------------------------------------------------|-----|
|                                                                                       | Cr. |
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25.                           |     |
| <b>Department Requirements</b>                                                        | 40  |
| Art 101, 102, 103, 132, 133 or 138, 150.1, 152.1, 154.1, 155, 170, 171, 176, 187, 194 |     |
| <b>Distribution</b>                                                                   | 6   |
| Art/Media Arts 115, 124                                                               |     |
| <b>Electives</b> (to be determined by proficiency requirements)                       |     |

#### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

##### First Semester

|                     |           |
|---------------------|-----------|
| Art 170             | 3         |
| English 16          | 3         |
| History 1           | 3         |
| Art 150.1           | 3         |
| Speech 3            | 3         |
| Orientation Seminar | 1         |
|                     | <u>16</u> |

##### Second Semester

|                      |              |
|----------------------|--------------|
| Art 132              | 3            |
| Core Seminar 50      | 3            |
| Art 152.1            | 3            |
| Mathematics 15 or 16 | 3-4          |
| Social Science       | 3            |
|                      | <u>15-16</u> |

#### Second Year

##### First Semester

|               |           |
|---------------|-----------|
| Art 101       | 3         |
| Art 171       | 3         |
| English 61-64 | 3         |
| Philosophy 61 | 3         |
| Physics 20    | 4         |
|               | <u>16</u> |

#### Second Semester

|               |           |
|---------------|-----------|
| Art 102       | 3         |
| Art 154.1     | 3         |
| English 61-64 | 3         |
| Philosophy 62 | 3         |
| Chemistry 21  | 3         |
|               | <u>15</u> |

#### Third Year

##### First Semester

|                            |           |
|----------------------------|-----------|
| Art 103                    | 3         |
| Art 155                    | 3         |
| History 2                  | 3         |
| Dance, Music or Theatre 61 | 3         |
| Biology 22                 | 3         |
| Media Arts Distribution    | 3         |
|                            | <u>18</u> |

##### Second Semester

|                         |           |
|-------------------------|-----------|
| Art 133 or 138          | 3         |
| Social Science          | 3         |
| Art Elective            | 3         |
| Media Arts Distribution | 3         |
| Elective                | 3         |
|                         | <u>15</u> |

#### Fourth Year

##### First Semester

|                  |           |
|------------------|-----------|
| Foreign Language | 3         |
| Art 176          | 3         |
| Electives        | 12        |
|                  | <u>18</u> |

##### Second Semester

|                  |           |
|------------------|-----------|
| Art 187          | 3         |
| Foreign Language | 3         |
| Electives        | 11        |
|                  | <u>17</u> |

#### B.F.A. in Art Education

The Bachelor of Fine Arts in Art Education provides the groundwork in art history and art production and in the Teaching and Learning courses necessary to meet the minimum requirements for provisional certification as a teacher of Art K through 12, as stipulated by the New York State Department of Education.

#### Program Model

|                                                                          |     |
|--------------------------------------------------------------------------|-----|
|                                                                          | Cr. |
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25.              |     |
| <b>Department Requirements</b>                                           | 37  |
| Art 101, 102, 103, 132, 133, 146, 147, 150.1, 154.1, 170, 176, 187, 194  |     |
| <b>Education Requirements</b> 27                                         |     |
| Teaching and Learning 201, 301, 350, 351, 352, 359.1, 399, 406, 465, 466 |     |
| <b>Distribution</b>                                                      | 6   |
| Art/Media Arts 115, 124                                                  |     |
| <b>Electives</b> (to be determined by proficiency requirements)          |     |
| <b>Recommended Course of Studies</b>                                     |     |

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p.25.)

### First Year

#### First Semester

|                           |           |
|---------------------------|-----------|
| Art 170                   | 3         |
| Teaching and Learning 201 | 3         |
| English 16                | 3         |
| Speech 3                  | 3         |
| Philosophy 61             | 3         |
| Orientation Seminar 1     | 1         |
|                           | <u>16</u> |

#### Second Semester

|                             |              |
|-----------------------------|--------------|
| Art 132                     | 3            |
| Teaching and Learning 301   | 3            |
| Core Seminar 50             | 3            |
| Dance, Music, or Theatre 61 | 3            |
| Mathematics 15 or 16        | 3-4          |
|                             | <u>15-16</u> |

### Second Year

#### First Semester

|                           |           |
|---------------------------|-----------|
| Art 101                   | 3         |
| Art 150.1                 | 3         |
| Teaching and Learning 350 | 4         |
| English 61-64             | 3         |
| History 1                 | 3         |
|                           | <u>16</u> |

#### Second Semester

|                           |           |
|---------------------------|-----------|
| Art 102                   | 3         |
| Art 154.1                 | 3         |
| Teaching and Learning 351 | 3         |
| English 61-64             | 3         |
| History 2                 | 3         |
| Social Science            | 3         |
|                           | <u>18</u> |

### Third Year

#### First Semester

|                           |           |
|---------------------------|-----------|
| Art 103                   | 3         |
| Art 146                   | 3         |
| Teaching and Learning 352 | 3         |
| Foreign Language 11       | 3         |
| Physics 20                | 4         |
|                           | <u>16</u> |

#### Second Semester

|                             |           |
|-----------------------------|-----------|
| Art 133                     | 3         |
| Art 147                     | 3         |
| Teaching and Learning 359.1 | 0         |
| Teaching and Learning 399   | 0         |
| Foreign Language            | 3         |
| Philosophy 62               | 3         |
| Chemistry 21                | 3         |
|                             | <u>15</u> |

### Fourth Year

#### First Semester

|                           |   |
|---------------------------|---|
| Art 176                   | 3 |
| Art 124                   | 3 |
| Teaching and Learning 406 | 1 |

|                |           |
|----------------|-----------|
| Media Arts 115 | 3         |
| Biology 22     | 3         |
| Social Science | 3         |
|                | <u>16</u> |

#### Second Semester

|                           |           |
|---------------------------|-----------|
| Art Elective              | 3         |
| Art 187                   | 3         |
| Teaching and Learning 465 | 6         |
| Teaching and Learning 466 | 2         |
|                           | <u>14</u> |

### 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 foundation program, after which they concentrate 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.

#### Program Model

Cr.

#### Proficiency Courses and Core Curriculum – see p. 25.

Students are required to complete a minimum of 29 credits in the core curriculum. See Department advisers for specific requirements, sequence and recommendations.

#### Department Requirements 55

Art 101, 102, 103, 105, 132, 133, 138, 150.1, 152, 154, 155, 157, 170, 171, 176, 187, 194, 197, 198

#### Distribution 6

Art/Media Arts 115,  
Art/Media Arts 124

**Electives** (to be determined by proficiency requirements)

#### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p.25.)

### First Year

#### First Semester

|                     |           |
|---------------------|-----------|
| Art 101             | 3         |
| Art 150.1           | 3         |
| Art 154             | 3         |
| Art 170             | 3         |
| English 16          | 3         |
| Orientation Seminar | 1         |
|                     | <u>16</u> |

#### Second Semester

|         |   |
|---------|---|
| Art 102 | 3 |
| Art 152 | 3 |
| Art 155 | 3 |

|                 |           |
|-----------------|-----------|
| Art 171         | 3         |
| Core Seminar 50 | 3         |
| Speech 3        | 3         |
|                 | <u>18</u> |

### Second Year

#### First Semester

|                     |           |
|---------------------|-----------|
| Art 103             | 3         |
| Art 115             | 3         |
| Art 133             | 3         |
| Art 157             | 3         |
| English 61-64       | 3         |
| Social Science Core | 3         |
|                     | <u>18</u> |

#### Second Semester

|                     |           |
|---------------------|-----------|
| Art 124             | 3         |
| Art 132             | 3         |
| Art 176             | 3         |
| Art Elective        | 3         |
| History 1 or 2      | 3         |
| Philosophy 61 or 62 | 3         |
|                     | <u>18</u> |

### Third Year

#### First Semester

|                      |              |
|----------------------|--------------|
| Art 138              | 3            |
| Art Electives        | 9            |
| Mathematics 15 or 16 | 3-4          |
| Social Science Core  | 3            |
|                      | <u>18-19</u> |

#### Second Semester

|                     |           |
|---------------------|-----------|
| Art 105             | 3         |
| Art Electives       | 6         |
| Physics 20          | 4         |
| Social Science Core | 3         |
|                     | <u>16</u> |

### Fourth Year

#### First Semester

|                            |           |
|----------------------------|-----------|
| Art Electives              | 3         |
| Art 197                    | 3         |
| Dance, Music or Theatre 61 | 3         |
| Chemistry 21* or Elective  | 3         |
|                            | <u>12</u> |

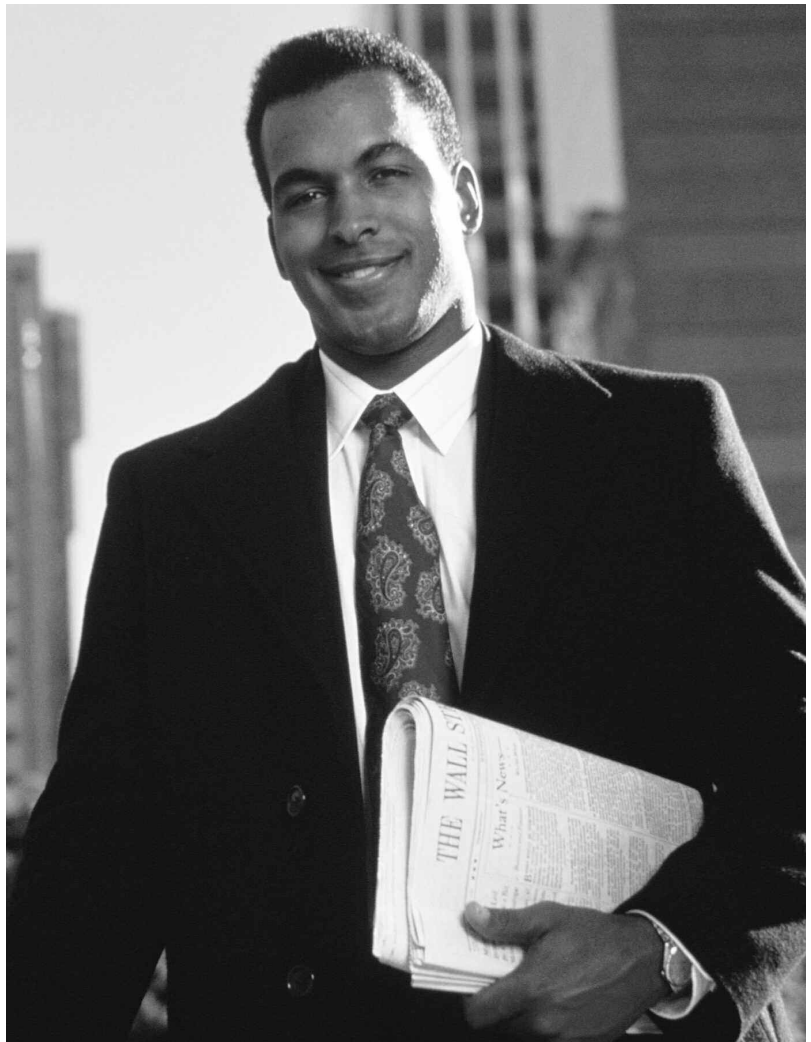
#### Second Semester

|           |           |
|-----------|-----------|
| Art 187   | 3         |
| Art 198   | 3         |
| Electives | 6         |
|           | <u>12</u> |

\*Chemistry 21 is required of students with a concentration in ceramics.

# SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

The School of Business, Public Administration and Information Sciences at the Brooklyn Campus of Long Island University offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Finance, Management and Marketing; Bachelor of Science in Computer Science and in Integrated Information Systems; Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.); Master of Science in Accounting; Master of Science in Human Resources Management; Master of Science in Taxation; Master of Science in Computer Science; and Master of Public Administration (M.P.A.).



Undergraduate programs in the School of Business, Public Administration and Information Sciences lead to the Bachelor of Science and Associate in Applied Science. The School consists of four departments of which three offer undergraduate degrees: the Department of Accounting, Taxation and Law, the Department of Managerial Sciences, and the Department of Computer Science. Students can major in Accounting, Computer Science, Finance, Information Systems, Management or Marketing. Minors can be obtained in general business, technology, and in any of the majors. Students pursuing minors do not need to be majoring in the School.

All students pursuing the Bachelor of Science degree will complete 63 credits in the Core Business Curriculum and in Advanced Business or Computer Science courses in their selected major. In addition, students will complete 65 credits of liberal arts and sciences to provide the broad foundation necessary for a truly professional education. After completion of the introductory Core Business Curriculum, required advanced courses in the major are taken principally in the third and fourth years in the School. Such courses prepare students for careers in Accounting, Finance, Marketing, Management, Computer Science, and Information Systems. The associate degree program in Business Administration is awarded upon completion of 65 credits of introductory liberal arts and business courses; it takes approximately two years of full-time study and may be extended into the baccalaureate degree program without loss of credit.

## Mission Statement

The mission of the School of Business, Public Administration and Information Sciences is to support the mission of Long Island University in Brooklyn by academically preparing undergraduate and graduate students for successful lives in a global society and for meaningful careers in business, commerce and public service. The goal of undergraduate education is to provide a systems approach to academic preparation in fields related to the conduct of business; for example, accounting, management, marketing, finance, banking, information systems, and computer science. At the graduate level, the goal is advanced knowledge preparation for the global economy and research tools needed for positions of management and professional responsibility in

private, public and non-government organization sectors of the world economy.

To support the mission, the School of Business, Public Administration and Information Sciences believes that the environment requires the globalization of both undergraduate and graduate curricula such that graduates are prepared for local, international and global opportunities.

We also believe that student endeavor must be integrated with appropriate technologies such that students master the ability to use computer software applications, on-line services and the Internet to facilitate knowledge acquisition, communication, research and analysis relevant to business, government and professional pursuits.

## DEGREE REQUIREMENTS

### Bachelor of Science

Upon the recommendation of the faculty of the School of Business, Public Administration and Information Sciences, Long Island University confers the degree of Bachelor of Science upon students who, having been formally admitted into the School as degree candidates, complete the required program of study, containing a minimum of 128 credits of work. The major elements of the programs in Finance, Management and Marketing are generally as follows:

|                                                | Cr.        |
|------------------------------------------------|------------|
| Liberal Arts Studies (minimum)                 | 65         |
| Professional Studies: Business Core Curriculum | 33         |
| Area of Specialization (major)                 | 15         |
| Advanced Business Electives                    | 15         |
|                                                | <u>128</u> |

For information on Brooklyn Campus placement examinations, proficiency mathematics courses, and the English Department Writing Program, see page 25. All candidates for the degree must take a minimum of 48 credits of work in courses numbered above 100 offered by Richard L. Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences. Accounting majors intending to fulfill the requirements of the New York State Education Department that will make them eligible to sit for the CPA examination should consult the requirements. The major ele-

ments of the Accounting, Computer Science and Information Systems degree programs are outlined.

### I. Liberal Arts Studies

A minimum of 65 credits in the liberal arts is required. Liberal arts courses are courses in Humanities, Natural Sciences, Social Sciences, and Communications, Visual and Performing Arts offered through Richard L. Conolly College and Quantitative Analysis 128 offered by the School of Business, Public Administration and Information Sciences. (Depending on placement examination results, a student may be required to complete proficiency mathematics courses and additional courses in the English Department Writing Program.)

| Core Curriculum     | 47 Credits |
|---------------------|------------|
| English 16          | 3          |
| Core Seminar 50     | 3          |
| Mathematics 16      | 3          |
| Speech 3            | 3          |
| Philosophy 61, 62   | 6          |
| Physics 20          | 4          |
| Chemistry 21        | 3          |
| Biology 22          | 3          |
| English 61-64       | 6          |
| History 1, 2        | 6          |
| Economics 1, 2      | 6          |
| Orientation Seminar | 1          |

| Liberal Arts Courses         | 18 Credits |
|------------------------------|------------|
| Quant. Analysis 128-Required | 3          |
| Electives                    | 6          |
| Advanced electives           | 9          |
| <b>TOTAL</b>                 | <b>65</b>  |

### II. Business Core

The Business Core Curriculum is designed to provide students with a solid foundation and theoretical framework for understanding the key concepts of business in preparation for advanced course work in a major. All students in the School of Business, Public Administration and Information Sciences who are candidates for the Bachelor of Science degree in Accounting, Finance, Information Systems, Management and Marketing must complete or bring to the School the equivalent of the following introductory Business Core Curriculum:

|                                                 | Cr. |
|-------------------------------------------------|-----|
| Accounting 101, 102 Principles of Accounting    | 6   |
| Finance 101 Financial Markets and Institutions  | 3   |
| Finance 102 Introduction to Corporate Finance   | 3   |
| Law 101 Introduction to Law and Legal Reasoning | 3   |
| Law 102 The Legal Environment of Business       | 3   |

|                                                              |           |
|--------------------------------------------------------------|-----------|
| Quantitative Analysis 129 Business Statistics II             | 3         |
| Management 131 Managerial Communication                      | 3         |
| Computer Competency* Management 101 Principles of Management | 3         |
| Marketing 101 The Fundamentals of Marketing                  | 3         |
|                                                              | <u>33</u> |

\*Computer competency may be satisfied by successful completion of Computer Science 101 (three credits) or 3 (one credit) courses of CS 9B, CS 9E, and, CS 9K.

### III. Area of Specialization (Major)

To complete the requirements of the major, students may select a major in Accounting, Finance, Management, Marketing, Information Systems or Computer Science. The major in Finance, Management or Marketing consists of 15 credits while the major in Accounting or Information Systems consists of 27 credits. The major in Computer Science is outlined on p. 70.

### IV. Advanced Business Electives

In satisfaction of the advanced business elective requirement, students may take any advanced courses numbered above 102 offered by the undergraduate programs of the School of Business, Public Administration and Information Sciences, provided prerequisites are met. Computer Science 102 may count as an advanced business elective for all majors except Computer Science and Information Systems majors.

### V. Honors Study

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

## Associate in Applied Science

The School of Business, Public Administration and Information Sciences offers a program leading to the Associate in Applied Science degree in Business Administration. Students registered in this program carry from 12 to 15 credits per semester. Candidates for the Associate in Applied Science degree are required to complete 65 credits. Degree requirements may be met in two regular academic years plus one Summer.

Candidates who successfully complete the associate degree program may apply for admission to the bachelor's degree program offered by the School of Business, Public Administration and Information Sciences. The program of study for a candidate for the Associate in Applied Science degree may be lengthened to the extent the student is placed in proficiency mathematics courses and the English Department Writing Program. A cumulative grade point average of 2.0 or higher for all work performed is required of all candidates for the Associate in Applied Science degree. The rules regarding the removal of INC or ABS grades are the same as those applying to the baccalaureate program.

### Associate in Applied Science in Business Administration

All students in the Associate in Applied Science program in Business Administration are required to complete the following 65 credits of courses:

#### First Year

|                       |           |
|-----------------------|-----------|
| First Semester        |           |
| Accounting 101        | 3         |
| Economics 1           | 3         |
| English 16            | 3         |
| Management 101        | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>13</u> |

#### Second Semester

|                 |           |
|-----------------|-----------|
| Accounting 102  | 3         |
| Economics 2     | 3         |
| Core Seminar 50 | 3         |
| Physics 20      | 4         |
|                 | <u>13</u> |

#### Summer Session 1

|                     |          |
|---------------------|----------|
| Mathematics 16      | 3        |
| Elective (Business) | 3        |
|                     | <u>6</u> |

#### Summer Session 2

|                         |          |
|-------------------------|----------|
| Elective (Liberal Arts) | 3        |
| Elective (Business)     | 3        |
|                         | <u>6</u> |

#### Second Year

|                         |           |
|-------------------------|-----------|
| First Semester          |           |
| Finance 101             | 3         |
| Chemistry 21            | 3         |
| Marketing 101           | 3         |
| Elective (Business)     | 3         |
| Elective (Liberal Arts) | 3         |
|                         | <u>15</u> |

#### Second Semester

|                     |           |
|---------------------|-----------|
| Speech 3            | 3         |
| Finance 102         | 3         |
| Biology 22          | 3         |
| Elective (Business) | 3         |
|                     | <u>12</u> |

## PROGRAMS OF STUDY

### Accounting, Taxation and Law

Professor Fischman (Chair)  
Professors Emeriti Lee, Rochlin, Wolitzer  
Associate Professor Davis, Scerbinski  
Assistant Professors Owsen  
Adjunct Faculty: 20

Accountants identify, measure, record, summarize and report economic information for decision-makers.

Accountants are essential for the design of information systems to create needed reports for decision-makers.

Accountants are consultants and advisers to individuals, businesses, education and government. Accountants need to be skilled in mathematics, able to communicate clearly in speech and writing, and have the interpersonal skills necessary to work as a member of a team. Accountants with knowledge of history, geography and foreign languages are in great demand by global businesses.

The Department of Accounting, Taxation and Law offers classes leading to many exciting careers in banking, industry, public accounting, consulting and government, as well as providing preparation for entry into law school and master's degree programs.

Students will learn essential skills in financial and managerial accounting, taxation, and auditing. The curriculum provides a systems approach to develop students who are technically competent, alert to ethical issues, and able to adapt to changes in technology, regulation, and globalization.

Two curricula are offered in Accounting. One is a four-year B.S. in Accounting for students planning on careers in banking, government, industry, or public accounting.

The second curriculum is the five-year combined Bachelor of Science/Master of Science, designed to prepare students for current and future requirements for CPA licensure program.

The program is recognized and registered by the New York State Education Department. Graduates meet the educational requirements for the New York Certified Public Accountant requirements, as well as for those of other states.

The program is registered with the National Association of State Boards of Accountancy (NASBA), as a sponsor of

continuing professional education on the National Registry of CPE Sponsors. State boards of accountancy have final authority on the acceptance of individual courses for CPE credit. Complaints regarding registered sponsors may be addressed to the National Registry of CPE Sponsors, 150 Fourth Avenue North, Suite 700, Nashville, TN, 37219-2417. Web site: [www.nasba.org](http://www.nasba.org)

To be accepted into the B.S./M.S. track, students must have completed Accounting 122 and achieved a minimum average of 3.0 in all accounting courses and make their commitment by the end of their junior year.

### General Requirements

The B.S. in Accounting requires the following:

|                             |            |
|-----------------------------|------------|
|                             | Cr.        |
| Business Core               | 30         |
| Accounting Core             | 27         |
| Advanced Business Electives | 6          |
| Quantitative Analysis 128   | 3          |
| Liberal Arts and Sciences   | 62         |
| <b>TOTAL</b>                | <b>128</b> |

All candidates for the degree must take a minimum of 48 credits of work in courses numbered above 102 offered by the undergraduate programs in the School of Business, Public Administration and Information Sciences.

Recommended Course of Studies for Accounting Students in B.S. Program (A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program.)

### First Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Accounting 101        | 3         |
| Computer Science*     | 3         |
| English 16            | 3         |
| Mathematics 16        | 3         |
| Economics 1           | 3         |
| Orientation Seminar 1 | 1         |
|                       | <b>16</b> |

### Second Semester

|                       |           |
|-----------------------|-----------|
| Accounting 102        | 3         |
| Management 101        | 3         |
| Core Seminar 50       | 3         |
| Liberal Arts elective | 3         |
| Economics 2           | 3         |
|                       | <b>15</b> |

### Second Year

|                           |   |
|---------------------------|---|
| <i>First Semester</i>     |   |
| Accounting 121            | 3 |
| Quantitative Analysis 128 | 3 |
| Law 101                   | 3 |

|                |           |
|----------------|-----------|
| Management 131 | 3         |
| English 61-64  | 3         |
| Marketing 101  | 3         |
|                | <b>18</b> |

### Second Semester

|                           |           |
|---------------------------|-----------|
| Accounting 122            | 3         |
| Quantitative Analysis 129 | 3         |
| Law 102                   | 3         |
| Finance 101               | 3         |
| Speech 3                  | 3         |
| English 61-64             | 3         |
|                           | <b>18</b> |

### Third Year

|                            |           |
|----------------------------|-----------|
| <i>First Semester</i>      |           |
| Accounting 131             | 3         |
| History 1                  | 3         |
| Finance 102                | 3         |
| Physics 20                 | 4         |
| Advanced Business elective | 3         |
|                            | <b>16</b> |

### Second Semester

|                |           |
|----------------|-----------|
| Accounting 129 | 3         |
| Accounting 138 | 3         |
| History 2      | 3         |
| Chemistry 21   | 3         |
| Philosophy 61  | 3         |
|                | <b>15</b> |

### Fourth Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Accounting 145        | 3         |
| Accounting 154        | 3         |
| Finance 115           | 3         |
| Philosophy 62         | 3         |
| Biology 22            | 3         |
|                       | <b>15</b> |

### Second Semester

|                                 |           |
|---------------------------------|-----------|
| Accounting 142                  | 3         |
| Liberal Arts Elective           | 3         |
| Advanced Liberal Arts Electives | 9         |
|                                 | <b>15</b> |

\*Computer competency may be satisfied by successful completion of Computer Science 101 (three credits) or 3 (one credit) courses of CS 9B, CS 9E, and CS 9K.

Students who wish to prepare for secondary education teaching should consult with an adviser in the Department of Teaching and Learning to select appropriate liberal arts and education courses.

### Recommended Course of Studies for Combined B.S./M.S. in Accounting — 150 credit program

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program.)

### First Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Accounting 101        | 3         |
| Computer Science*     | 3         |
| English 16            | 3         |
| Mathematics 16        | 3         |
| Economics 1           | 3         |
| Orientation Seminar 1 | 1         |
|                       | <b>16</b> |

### Second Semester

|                       |           |
|-----------------------|-----------|
| Accounting 102        | 3         |
| Management 101        | 3         |
| Core Seminar 50       | 3         |
| Liberal Arts elective | 3         |
| Economics 2           | 3         |
|                       | <b>15</b> |

### Second Year

|                           |           |
|---------------------------|-----------|
| <i>First Semester</i>     |           |
| Accounting 121            | 3         |
| Quantitative Analysis 128 | 3         |
| Law 101                   | 3         |
| Management 131            | 3         |
| English 61-64             | 3         |
| History 1                 | 3         |
|                           | <b>18</b> |

### Second Semester

|                |           |
|----------------|-----------|
| Accounting 122 | 3         |
| Law 102        | 3         |
| Finance 101    | 3         |
| Marketing 101  | 3         |
| History 2      | 3         |
|                | <b>15</b> |

### Third Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Accounting 129        | 3         |
| Accounting 131        | 3         |
| Finance 102           | 3         |
| Physics 20            | 4         |
|                       | <b>13</b> |

### Second Semester

|                |           |
|----------------|-----------|
| Accounting 138 | 3         |
| Accounting 154 | 3         |
| Finance 115    | 3         |
| English 61-64  | 3         |
| Speech 3       | 3         |
|                | <b>15</b> |

### Fourth Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| Tax 716               | 3         |
| Accounting 720        | 3         |
| Philosophy 61         | 3         |
| Liberal Arts Elective | 1         |
| Chemistry 21          | 3         |
|                       | <b>13</b> |

### Second Semester

|                       |           |
|-----------------------|-----------|
| Accounting 142        | 3         |
| Tax 722               | 3         |
| Philosophy 62         | 3         |
| Biology 22            | 3         |
| Liberal Arts Elective | 3         |
|                       | <b>15</b> |

### Fifth Year

#### First Semester

|                                   |           |
|-----------------------------------|-----------|
| Accounting 712                    | 3         |
| Accounting 752                    | 3         |
| Accounting 765                    | 3         |
| Graduate Business Economics       | 3         |
| Graduate Accounting or Taxation** | 3         |
|                                   | <u>15</u> |

#### Second Semester

|                              |           |
|------------------------------|-----------|
| Accounting 742               | 3         |
| Accounting 766               | 3         |
| MBA 614                      | 3         |
| Graduate Accounting or Tax** | 6         |
|                              | <u>15</u> |

\*Computer competency may be satisfied by successful completion of Computer Science 101 (three credits) or 3 (one credit) courses of CS 9B, CS 9E, and CS 9K.

\*\*Nine credits of electives, as recommended by an adviser, may be taken from any of the advanced graduate offerings of the School of Business.

### Accounting Certificate

The Certificate in Accounting is a career-oriented program designed to encourage older students to return to school to acquire marketable skills in preparation for positions as accounting professionals, bookkeepers, tax preparers and department managers. It is a 24-credit program consisting of undergraduate courses in accounting, law and finance. Courses taken for the Certificate may be used, where appropriate, towards earning the Bachelor of Science degree.

### Requirements for the Certificate are as follows:

|                                                 | Cr.       |
|-------------------------------------------------|-----------|
| Accounting 101 Principles of Accounting         | 3         |
| Accounting 102 Principles of Accounting         | 3         |
| Accounting 129 Accounting Information Systems   | 3         |
| Accounting 131 Cost Accounting                  | 3         |
| Accounting 145 Federal Income Tax               | 3         |
| Law 101 Introduction to Law and Legal Reasoning | 3         |
| Law 102 The Legal Environment of Business       | 3         |
| Finance 115 Analysis of Financial Statements    | 3         |
|                                                 | <u>24</u> |

For further information, consult the Chair of the Accounting, Taxation and Law Department, Room H-700.

## Computer Science

Professor Rodriguez  
Professors Emeriti Edelson, Vasilaky  
Associate Professor Ghriga (Dean)  
Assistant Professors Ait-Hellal, P. Chung  
(Chair), Devi, DePaula, League  
Computer Coordinator Washington  
Adjunct Faculty: 9

The Bachelor of Science in Computer Science program focuses on the concepts and techniques used in the design and development of advanced software systems. Students explore the foundations of computer science – its fundamental algorithms, programming languages, operating systems, and software engineering techniques.

In addition, students choose from a range of electives, including artificial intelligence, database systems, computer graphics, e-commerce and computer networks. Students also have the opportunity to join The Computer Science Club, recognized by student leaders as one of the best clubs for students.

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 appear all the time 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 systems analysts, computer scientists and database and network administrators are expected to be among the fastest growing occupations.
- Individuals with leadership skills can advance into supervisor positions, such as group project leader, technical manager or chief information officer.

The Bachelors of Computer Science program requires 128 credits to graduate. Almost half of those credits are taken in liberal arts and sciences courses, which provide the broad foundation necessary for a truly professional education.

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. Students must maintain a minimum GPA of 2.5 in the Computer Science Core.

### General Requirements

A Bachelor of Science degree in Computer Science requires the following:

|                                    | Cr.        |
|------------------------------------|------------|
| Computer Science Core              | 27         |
| Computer Science Electives         | 18         |
| Management 131                     | 3          |
| Business Electives                 | 15         |
| Liberal Arts and Sciences          | 62         |
| Quantitative Analysis 128-Required | 3          |
| TOTAL                              | <u>128</u> |

For information on the Brooklyn Campus placement examinations, proficiency mathematics courses and the English Department Writing Program, see p. ??.

All candidates for the degree must take a minimum of 48 credits of work in courses numbered above 100 offered by Richard L. Conolly College and courses numbered above 102 offered by the School of Business, Public Administration and Information Sciences.

### Computer Science Core—27 credits

CS 101 Introduction to Computer and Information Sciences  
CS 102 Programming I  
CS 117 Programming II  
CS 118 Computer Architecture  
CS 130 Algorithms and Data Structures  
CS 132 Discrete Structures in Computer Science  
CS 150 Operating Systems  
CS 161 Object-Oriented Programming or CS 162 Artificial Intelligence I  
CS 164 Software Engineering

Any courses numbered above 102 offered by the Department of Computer Science can be used to satisfy Computer Science electives.

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program.)

**Computer Science Majors**

**First Year**

*First Semester*

|                       |          |
|-----------------------|----------|
| English 16            | 3        |
| Mathematics 16        | 3        |
| Computer Science 101  | 3        |
| History 1             | 3        |
| Philosophy 61         | 3        |
| Orientation Seminar 1 | 1        |
|                       | <hr/> 16 |

*Second Semester*

|                      |          |
|----------------------|----------|
| Core Seminar 50      | 3        |
| Speech 3             | 3        |
| Economics 1          | 3        |
| History 2            | 3        |
| Philosophy 62        | 3        |
| Computer Science 102 | 3        |
|                      | <hr/> 18 |

**Second Year**

*First Semester*

|                           |          |
|---------------------------|----------|
| English 61-64             | 3        |
| Economics 2               | 3        |
| Physics 20                | 4        |
| Quantitative Analysis 128 | 3        |
| Computer Science 117      | 3        |
|                           | <hr/> 16 |

*Second Semester*

|                           |          |
|---------------------------|----------|
| English 61-64             | 3        |
| Chemistry 21              | 3        |
| Management 131            | 3        |
| Computer Science 118      | 3        |
| Computer Science Elective | 3        |
|                           | <hr/> 15 |

**Third Year**

*First Semester*

|                                         |          |
|-----------------------------------------|----------|
| Biology 22                              | 3        |
| Elective (Liberal Arts)                 | 3        |
| Computer Science 130                    | 3        |
| Computer Science Elective               | 3        |
| Elective (Computer Science or Business) | 3        |
|                                         | <hr/> 15 |

*Second Semester*

|                                         |          |
|-----------------------------------------|----------|
| Elective (Computer Science or Business) | 3        |
| Computer Science 132                    | 3        |
| Computer Science 150                    | 3        |
| Computer Science Elective               | 3        |
| Liberal Arts Elective                   | 3        |
|                                         | <hr/> 15 |

**Fourth Year**

*First Semester*

|                                          |          |
|------------------------------------------|----------|
| Computer Science 161 or 162              | 3        |
| Computer Science Elective                | 3        |
| Liberal Arts Elective                    | 3        |
| Electives (Computer Science or Business) | 9        |
|                                          | <hr/> 18 |

*Second Semester*

|                      |   |
|----------------------|---|
| Computer Science 164 | 3 |
|----------------------|---|

|                                 |          |
|---------------------------------|----------|
| Computer Science Elective       | 3        |
| Computer Science Elective       | 3        |
| Advanced Liberal Arts Electives | 6        |
|                                 | <hr/> 15 |

**Finance**

Associate Professor Evans (Chair),  
S. Chung  
Associate Professor Emeritus Paulas  
Assistant Professor Uzun  
Adjunct Faculty: 5

The study of Finance in the increasingly complex structure of the modern business world cannot be limited to any one method. Proper understanding of the field requires a varied emphasis. A rigorous examination of the financial environment is provided through such courses as Financial Markets and Institutions and Financial Strategies in an Uncertain Economy. Professional competence as a financial executive is developed through courses in Corporate Finance, Banking, International Finance, Security Analysis and Portfolio Management.

Requirements include 15 credits of advanced Finance as the basic objective of the curriculum. Additional elective credits may be chosen to meet the specific needs of the student's career goals.

All students specializing in Finance are required to take courses of extended finance theory: Finance 115, 125 and 450. Students may elect to take the remaining six credits of advanced Finance courses to meet the requirements of their major in one of the four professional fields mentioned above. Those courses are numbered at the 400 level.

**Recommended Course of Studies**

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program.)

**First Year**

*First Semester*

|                       |          |
|-----------------------|----------|
| Accounting 101        | 3        |
| Computer Science*     | 3        |
| English 16            | 3        |
| Mathematics 16        | 3        |
| Economics 1           | 3        |
| Orientation Seminar 1 | 1        |
|                       | <hr/> 16 |

*Second Semester*

|                |   |
|----------------|---|
| Accounting 102 | 3 |
| Management 101 | 3 |

|                       |          |
|-----------------------|----------|
| Core Seminar 50       | 3        |
| Liberal Arts Elective | 3        |
| Economics 2           | 3        |
|                       | <hr/> 15 |

**Second Year**

*First Semester*

|                           |          |
|---------------------------|----------|
| Quantitative Analysis 128 | 3        |
| Philosophy 61             | 3        |
| Law 101                   | 3        |
| Management 131            | 3        |
| Marketing 101             | 3        |
| History 1                 | 3        |
|                           | <hr/> 18 |

*Second Semester*

|                           |          |
|---------------------------|----------|
| Quantitative Analysis 129 | 3        |
| Law 102                   | 3        |
| History 2                 | 3        |
| Finance 101               | 3        |
| Speech 3                  | 3        |
| Philosophy 62             | 3        |
|                           | <hr/> 18 |

**Third Year**

*First Semester*

|                       |          |
|-----------------------|----------|
| English 61-64         | 3        |
| Physics 20            | 4        |
| Advanced Economics**  | 3        |
| Finance 102           | 3        |
| Liberal Arts Elective | 3        |
|                       | <hr/> 16 |

*Second Semester*

|                            |          |
|----------------------------|----------|
| English 61-64              | 3        |
| Chemistry 21               | 3        |
| Finance 125                | 3        |
| Advanced Business Elective | 3        |
| Finance 115                | 3        |
|                            | <hr/> 15 |

**Fourth Year**

*First Semester*

|                             |          |
|-----------------------------|----------|
| Finance (300-400 Level)     | 3        |
| Biology 22                  | 3        |
| Advanced Business Electives | 6        |
| Finance (300-400 Level)     | 3        |
|                             | <hr/> 15 |

*Second Semester*

|                                |          |
|--------------------------------|----------|
| Finance 450                    | 3        |
| Advanced Business Electives    | 6        |
| Advanced Economics **          | 3        |
| Advanced Liberal Arts Elective | 3        |
|                                | <hr/> 15 |

\* Computer competency may be satisfied by successful completion of Computer Science 101 (three credits) or 3 (one credit) courses of CS 9B, CS 9E, and CS 9K

\*\*Advanced Economics 118, 125, 128, 129, 132 or 133.

## Information Systems

Professor Rodriguez  
Professors Emeriti Edelson, Vasilaky,  
Associate Professor Ghriga  
Assistant Professors Ait-Hellal, P. Chung  
(Chair), Devi, DePaula, League  
Computer Coordinator Washington  
Adjunct Faculty: 9

The Bachelor of Science degree in Information Systems program emphasizes the use of computers as sophisticated problem-solving tools for the corporate world. The degree is designed for students who seek to blend their computer science abilities with skills specific to a business area.

Students in the Information Systems program learn about the latest technology along with core business skills in accounting, marketing, management, law, quantitative analysis and finance.

Students will apply a variety of computer-based programs to business topics such as telecommunications, office automation, systems analysis, and optimization. Careers range from highly technical positions such as programmers and network specialists to positions requiring more people-related skills such as training and computer sales/support.

With an education that develops students' technology expertise with business acumen, graduates of the program are able to work in various departments of corporations and organizations. Here are some career paths for people with Information Systems degrees:

- Information Systems Consulting
- Website Design
- Network Administrator
- Information Systems Management
- Technical Writing
- Database Modeling
- Telecommunications Management
- E-commerce Management
- Computer Support
- Quality Assurance Specialist

The Bachelor of Science degree in Information Systems program at Long Island University requires completion of 128 credits. Almost half of those credits are taken in liberal arts and sciences courses, which provide the broad foundation necessary for a truly professional education.

Students take the Business Core of 30 credits and 33 credits of Information Systems courses, including a prescribed set of courses for all majors.

### Information Systems Majors

Information Systems majors are required to obtain at least a C- grade in each of Computer Science 101 and Computer Science 102. An Information Systems 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. An Information Systems 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.

Students must maintain a minimum GPA of 2.5 in the Information Systems Core. A major in Information Systems requires the following:

|                                    |            |
|------------------------------------|------------|
|                                    | Cr.        |
| Information Systems Core           | 27         |
| Information Systems Electives      | 6          |
| Business Core                      | 30         |
| (Computer Competency not included) |            |
| Liberal Arts and Sciences          | 62         |
| Quantitative Analysis 128-Required | 3          |
| <b>TOTAL</b>                       | <b>128</b> |

All candidates for the degree must take a minimum of 48 credits of work in courses numbered above 100 offered by Richard L. Conolly College numbered above 102 in the School of Business, Public Administration and Information Sciences.

### Information Systems Core—27 credits

CS 101 Introduction to Computer and Information Sciences  
CS 102 Programming I  
CS 117 Programming II  
CS 118 Computer Architecture  
CS 128 Information Systems Analysis and Design  
CS 130 Algorithms and Data Structures  
CS 148 Database I  
CS 154 Computer Networks  
CS 156 Internet Programming or  
CS 161 Object-Oriented Programming

Any course numbered above 102 offered by the Department of Computer Science can be used to satisfy Information Systems electives.

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program.)

#### First Year

|                       |   |
|-----------------------|---|
| <i>First Semester</i> |   |
| English 16            | 3 |
| Mathematics 16        | 3 |

|                       |           |
|-----------------------|-----------|
| Computer Science 101  | 3         |
| Accounting 101        | 3         |
| Management 101        | 3         |
| Orientation Seminar 1 | 1         |
|                       | <b>16</b> |

#### Second Semester

|                      |           |
|----------------------|-----------|
| Core Seminar 50      | 3         |
| Speech 3             | 3         |
| Economics 1          | 3         |
| Accounting 102       | 3         |
| Computer Science 102 | 3         |
|                      | <b>15</b> |

#### Second Year

##### First Semester

|                           |           |
|---------------------------|-----------|
| Philosophy 61             | 3         |
| Economics 2               | 3         |
| Law 101                   | 3         |
| Marketing 101             | 3         |
| Quantitative Analysis 128 | 3         |
| Computer Science 117      | 3         |
|                           | <b>18</b> |

##### Second Semester

|                           |           |
|---------------------------|-----------|
| Law 102                   | 3         |
| Management 131            | 3         |
| Quantitative Analysis 129 | 3         |
| Philosophy 62             | 3         |
| History 1                 | 3         |
| Computer Science 118      | 3         |
|                           | <b>18</b> |

#### Third Year

##### First Semester

|                       |           |
|-----------------------|-----------|
| Liberal Arts Elective | 3         |
| Computer Science 130  | 3         |
| Finance 101           | 3         |
| History 2             | 3         |
| Physics 20            | 4         |
|                       | <b>16</b> |

##### Second Semester

|                      |           |
|----------------------|-----------|
| Computer Science 128 | 3         |
| Computer Science 154 | 3         |
| Finance 102          | 3         |
| English 61-64        | 3         |
| Chemistry 21         | 3         |
|                      | <b>15</b> |

#### Fourth Year

##### First Semester

|                             |           |
|-----------------------------|-----------|
| Computer Science 148        | 3         |
| Computer Science 156 or 161 | 3         |
| English 61-64               | 3         |
| Biology 22                  | 3         |
| Liberal Arts Elective       | 3         |
|                             | <b>15</b> |

##### Second Semester

|                                 |           |
|---------------------------------|-----------|
| Computer Science Elective       | 3         |
| Computer Science Elective       | 3         |
| Advanced Liberal Arts Electives | 9         |
|                                 | <b>15</b> |

## Management

Associate Professor Evans (Chair),  
Professors Stucke, Sherman  
Professor Emeritus Miller  
Associate Professor Kaplan  
Assistant Professors Dinur, Lyttle, Vaast,  
Zhu  
Adjunct Faculty: 6

The Bachelor's degree in Management program at Long Island University's Brooklyn Campus gives students the necessary career skills to pursue diverse and innovative managerial and professional positions in all areas of business.

The program develops students to become effective, creative, disciplined, ethical and well-balanced managers. Students take courses in strategic planning, human resources, decision-making, operations management, organizational behavior and service management. Classes are small and are taught by faculty members with management experience. In addition to classroom learning, there are internships and employment opportunities available with notable companies in the area or in Manhattan, which is only 10 minutes away by subway.

Extracurricular activities on campus, such as student clubs, field trips and guest lecturers, are designed to expand personal growth and professional development.

Some career options for graduates with a bachelor's degree in Management include:

- Sales Manager
- Administration
- Management Consulting
- Small Business Owner
- Human Resources Management
- Operations Management
- Retail Management
- Branch Management
- Hotel/Restaurant Manager

The Bachelor's of Management at Long Island University requires 128 credits to graduate. Almost half of those credits are taken in liberal arts and sciences courses to provide the broad foundation necessary for a truly professional education. Students complete the Business Core of 33 credits then select 15 credits of advanced management courses including: Management 150 (Service Firm Planning) Management 151 (Managerial Planning and Control), Management 152 (Organizational Behavior) Management 153 (Operations Management), Management 154 (Decision Making), and Management 155 (Human Resource Management).

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program.)

#### First Year

|                       |          |
|-----------------------|----------|
| <i>First Semester</i> |          |
| Accounting 101        | 3        |
| Computer Science*     | 3        |
| English 16            | 3        |
| Mathematics 16        | 3        |
| Economics 1           | 3        |
| Orientation Seminar 1 | 1        |
|                       | <hr/> 16 |

#### Second Semester

|                       |          |
|-----------------------|----------|
| Accounting 102        | 3        |
| Management 101        | 3        |
| Core Seminar 50       | 3        |
| Liberal Arts Elective | 3        |
| Economics 2           | 3        |
|                       | <hr/> 15 |

#### Second Year

|                           |          |
|---------------------------|----------|
| <i>First Semester</i>     |          |
| Quantitative Analysis 128 | 3        |
| Marketing 101             | 3        |
| Law 101                   | 3        |
| Management 131            | 3        |
| Management 150            | 3        |
| Philosophy 61             | 3        |
|                           | <hr/> 18 |

#### Second Semester

|                           |          |
|---------------------------|----------|
| Quantitative Analysis 129 | 3        |
| Law 102                   | 3        |
| Management 151            | 3        |
| Finance 101               | 3        |
| Speech 3                  | 3        |
| Philosophy 62             | 3        |
|                           | <hr/> 18 |

#### Third Year

|                       |          |
|-----------------------|----------|
| <i>First Semester</i> |          |
| English 61-64         | 3        |
| Physics 20            | 4        |
| Finance 102           | 3        |
| Management 152        | 3        |
| History 1             | 3        |
|                       | <hr/> 16 |

#### Second Semester

|                       |          |
|-----------------------|----------|
| English 61-64         | 3        |
| Chemistry 21          | 3        |
| Management 153        | 3        |
| History 2             | 3        |
| Liberal Arts Elective | 3        |
|                       | <hr/> 15 |

#### Fourth Year

|                                |          |
|--------------------------------|----------|
| <i>First Semester</i>          |          |
| Biology 22                     | 3        |
| Advanced Business Electives    | 9        |
| Advanced Liberal Arts Elective | 3        |
|                                | <hr/> 15 |

#### Second Semester

|                                 |          |
|---------------------------------|----------|
| Management 154                  | 3        |
| Advanced Business Electives     | 6        |
| Advanced Liberal Arts Electives | 6        |
|                                 | <hr/> 15 |

\* Computer competency may be satisfied by successful completion of Computer Science 101 (three credits) or 3 (one credit) courses of CS 9B, CS 9E, and CS 9K.

## Marketing

Associate Professor Minowa  
Assistant Professor Chiang  
Adjunct Faculty: 4

Marketing is one of the most rapidly growing areas of business, government, and not-for-profit organizations. Marketing involves the study of new product development, marketing research, prediction of consumer behavior, promotion of products and ideas, advertising, sales and development of business relationships. Marketing is the study of buyers and sellers interacting in the marketplace. It involves examination of consumer needs together with the profit objectives of a firm. Marketing courses focus on integrating both theory and practical applications, with an emphasis on hands-on projects. The coursework includes participation in a national advertising competition, which helped several marketing students from Long Island University to receive national awards for the last several years.

The Bachelor's of Marketing program consists of 128 credits. Almost half of those credits are taken in liberal arts and sciences courses, which provide the broad foundation necessary for a truly professional education. The Marketing Major will take the Business Core of 33 credits, then 15 credits of advanced marketing courses including 6 credits of MKT 125 and MKT 131 (Marketing Research) and conclude with 15 credits of advanced business electives.

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program.)

#### First Year

|                       |   |
|-----------------------|---|
| <i>First Semester</i> |   |
| Accounting 101        | 3 |
| Computer Science*     | 3 |
| English 16            | 3 |

|                       |          |
|-----------------------|----------|
| Mathematics 16        | 3        |
| Economics 1           | 3        |
| Orientation Seminar 1 | 1        |
|                       | <hr/> 16 |

|                        |          |
|------------------------|----------|
| <i>Second Semester</i> |          |
| Accounting 102         | 3        |
| Marketing 101          | 3        |
| Core Seminar 50        | 3        |
| Liberal Arts Elective  | 3        |
| Economics 2            | 3        |
|                        | <hr/> 15 |

## Second Year

|                           |          |
|---------------------------|----------|
| <i>First Semester</i>     |          |
| Quantitative Analysis 128 | 3        |
| Management 101            | 3        |
| Law 101                   | 3        |
| Marketing 125             | 3        |
| Management 131            | 3        |
| Philosophy 61             | 3        |
|                           | <hr/> 18 |

|                           |          |
|---------------------------|----------|
| <i>Second Semester</i>    |          |
| Quantitative Analysis 129 | 3        |
| Law 102                   | 3        |
| Marketing 131             | 3        |
| Finance 101               | 3        |
| Speech 3                  | 3        |
| Philosophy 62             | 3        |
|                           | <hr/> 18 |

## Third Year

|                       |          |
|-----------------------|----------|
| <i>First Semester</i> |          |
| English 61-64         | 3        |
| Physics 20            | 4        |
| Advanced Marketing**  | 3        |
| Finance 102           | 3        |
| History 1             | 3        |
|                       | <hr/> 16 |

|                            |          |
|----------------------------|----------|
| <i>Second Semester</i>     |          |
| English 61-64              | 3        |
| Chemistry 21               | 3        |
| Advanced Business Elective | 3        |
| History 2                  | 3        |
| Liberal Arts Elective      | 3        |
|                            | <hr/> 15 |

## Fourth Year

|                                |          |
|--------------------------------|----------|
| <i>First Semester</i>          |          |
| Advanced Marketing**           | 3        |
| Biology 22                     | 3        |
| Advanced Business Electives    | 6        |
| Advanced Liberal Arts Elective | 3        |
|                                | <hr/> 15 |

|                                 |          |
|---------------------------------|----------|
| <i>Second Semester</i>          |          |
| Advanced Business Electives     | 6        |
| Advanced Marketing**            | 3        |
| Advanced Liberal Arts Electives | 6        |
|                                 | <hr/> 15 |

\* Computer competency may be satisfied by successful completion of Computer Science 101 (three credits) or 3 (one credit) courses of CS 9B, CS 9E, and CS 9K.

\*\*Advanced Marketing courses are numbered over 102.

## Minors

The School offers a number of minors for students wishing to develop an expertise in a field other than their major. Minors can be completed by any undergraduate student at the Brooklyn Campus in the following areas:

General Business, Accounting, Computer Science, Finance, Information Systems, Management, Marketing, and Technology.

### Business Minor

(For Non-Business Majors)

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 four courses (12 credits), which are:

Accounting 101  
Principles of Accounting  
Finance 101  
Financial Markets and Institutions  
(prerequisites Accounting 101 and Mathematics 16)  
Management 101  
Principles of Management  
Marketing 101  
Fundamentals of Marketing

### Accounting Minor

The Accounting minor is designed to provide students with an extended background in accounting to complement their major. The Accounting minor consists of 5 courses (15 credits), which are:

Accounting 101 Principles of Accounting  
Accounting 102 Principles of Accounting II  
Accounting 121 Intermediate Accounting I  
Accounting 129 Accounting Information Systems  
Accounting 131 Management Accounting

### Computer Science Minor

The minor in Computer Science is designed to give the student of any discipline an excellent working knowledge of the field of computer science. A student with a Computer Science minor 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 complete background knowledge of effective programming techniques and tools available to those working in the computer field.

The Computer Science minor requires six courses (18 credits), which are:

CS 101 Fundamentals of Computer and Information Sciences  
CS 102 Programming I  
CS 117 Programming II  
CS 118 Computer Architecture  
CS 130 Algorithms and Data Structures  
CS 150 Operating Systems

It is suggested that students begin a Computer Science minor in the sophomore year because of prerequisite dependencies in the above courses.

### Finance Minor

The Finance Minor is designed to provide students with a solid knowledge of financial markets, financial concepts, statement analysis and techniques of financial management. Many of the finance courses require a background in accounting and quantitative analysis. Most courses have prerequisites not included in the minor. Consult the course descriptions to determine the prerequisites. The Minor consists of 15 credits (5 courses) which are:

Finance 101 Financial Markets and Institutions  
Finance 102 Introduction to Corporate Finance  
Finance 115 Analysis of Financial Statements  
Finance 125 Financial Strategies in Uncertain Economy  
Finance elective

### Information Systems Minor

The minor in Information Systems is designed to equip the student with a good background in programming, database management systems, and information analysis and design. The student is given rigorous instruction in programming and modeling techniques and tools available to the analyst in order to handle complex problems in a variety of fields that may be solved with the help of the computer. The minor is self-contained.

The Information Systems minor consists of five courses (15 credits), which are:

CS 101 Fundamentals of Computer  
and Information Sciences  
CS 102 Programming I  
CS 117 Programming II  
CS 148 Database I  
CS 128 Information Systems Analysis

#### **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 consists of 15 credits, which are:

Management 101 Principles of  
Management

Four advanced management courses  
numbered above 102.

#### **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 consists of 15 credits, which are:

Marketing 101 Fundamentals of  
Marketing

Four Advanced Marketing Courses  
numbered above 102.

#### **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 minor in technology consists of five courses (15 credits), which are:

CS 101 Fundamentals of Computer  
and Information Sciences  
CS 102 Programming I  
CS 148 Database I  
CS 154 Computer Networks and  
CS 120 Web Development or CS 158  
Privacy and Internet Security

# SCHOOL OF EDUCATION

**K**EEPS: The desired qualities of LIU/Brooklyn Educators  
The KEEPS mission statement of Long Island University's Brooklyn Campus addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet the rising standards? A strength of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethnolinguistic and racial minorities. Thus, many of its educators bring to the University the experiential knowledge of urban and minority communities essential to educate the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.



To carry on the important mission of the Brooklyn Campus School of Education, we value:  
KNOWLEDGE and intellectual inquisitiveness about children, schools and the world

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and the wider community

SOCIAL COMMITMENT and the building of a just and democratic society

The following majors, leading to initial New York State Teacher Certification, 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., Middle Childhood and Adolescence Urban Education (5-12) in Biology, Chemistry, or Mathematics
- B.A., Middle Childhood and Adolescence Urban Education (5-12) in English, Social Studies or Spanish
- 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 (all grades)
- B.S./M.S. Ed., Dual Degree in Inclusive Childhood and Special Education (1-6) with an optional extension in Middle Childhood Education (7-9) or Bilingual Education (or both)

An optional extension in Middle Childhood Education (7-8) in English, Spanish, Biology, Chemistry, Math, or Social Studies 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.

## TEACHING AND LEARNING

Professors Kazlow, Kesson, Traugh (Dean)  
Professors Emeriti Berkowitz, Long  
Associate Professors Bains, Dyasi,  
Fung-Arto, Lava, Lehman, Lemberger,  
Nathanson, Rivera, Singer, Trubek,  
Zinar (Chair)  
Associate Professor Emerita Floyd  
Assistant Professors Salloum, Systra  
Instructor Baglieri, Walsh-Larosa

### Core Program in Teaching and Learning

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 (see below). 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, Art, or Music Education major in their respective areas.

For requirements for the degree in Art or Music Education see the appropriate sections of this bulletin. Requirements for Childhood Urban Education, Adolescence Urban Education, Middle Childhood and Adolescence Urban Education, and Physical Education, as well as the Dual Degree B.S./M.S. in Childhood and Special Education are included here.

### Admission and Progression Requirements in Teaching and Learning

TAL) 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:

Teaching and Learning 201 Teaching: Imagine the Possibilities  
Teaching and Learning 301 Observing and Describing Children,  
or  
Teaching and Learning 302 Observing and Describing Adolescents

Students may take TAL 201 starting in the second semester of their freshman year. They typically take TAL 301 or 302 as lower juniors. Students who wish to take TAL 301 before their junior year must obtain permission of the program coordinator.

To move from the pre-professional to the professional stage, students must have:

1. Completed a minimum of 66 general credits with an overall minimum grade point average of 2.5;
2. Successfully completed any required mathematics and English courses;
3. Achieved a minimum 3.0 average in the pre-professional TAL courses.

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. In addition, students are expected to gradually raise their overall GPA to at least 2.67, which is required for admission to student teaching. During the professional stage, students must also take and pass the Liberal Arts and Sciences Test

(LAST) of the New York State Teacher Certification Exam (NYSTCE), a prerequisite for student teaching. Students are encouraged to take the LAST early in their program. The TAL Department offers workshops as well as a non-credit course, TAL 399, to help students prepare for the LAST.

Fieldwork is required in almost all TAL courses. Students maintain a collection of work from their TAL courses, which is periodically reviewed throughout the program.

### Application and Admission to the Student Teaching Semester

The last semester of the senior year should be the practice semester. It is a full-time, 12-credit experience that consists of all-day student teaching in selected partnership schools, the student teaching seminar, and selected courses in Teaching and Learning. Physical Education students student teach for two semesters of half-days.

Admission to student teaching is restricted to students who meet the following requirements:

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)
4. Presented evidence of a negative TB test
5. Attended an Orientation session with the Director of Field Experiences and School Relations.
6. Completed an interview with a faculty member and received a positive reference from a professor.

Students must apply for admission to student teaching during the preceding semester.

### Graduation and Certification Requirements

To graduate with a major in Teaching and Learning, students must have:

1. Completed a minimum of 128 credits with an overall GPA of at least 2.67 and a TAL GPA of at least 3.0
2. Completed all TAL program requirements including student teaching and a passing score on the LAST

All undergraduate programs are approved by and registered with the New York State Education Department and meet the state requirements for initial certification. To obtain initial certification, students must:

1. Complete all TAL degree requirements including student teaching
2. Complete state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention and abduction prevention.
3. Pass all required portions of the NYSTCE.

The following portions of the NYSTCE are required for initial certification:

1. Liberal Arts and Sciences Test (LAST)
2. Assessment of Teaching Skills-Written (ATS-W)
3. Content Specialty Test (CST) in the certification area
4. For students seeking a Bilingual Extension: The Bilingual Education Assessment (BEA) in the target language of instruction.

Students in Physical Education receive state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention, and abduction prevention as part of their course-work. All others seeking certification must complete the following workshops offered through the School of Continuing Education:

|          |                                                        |
|----------|--------------------------------------------------------|
| ALCX702  | Child Abuse Identification and Reporting               |
| ALCX 703 | Violence Prevention                                    |
| ALCX 704 | Fire Safety, Substance Abuse, and Abduction Prevention |

To apply for initial certification when all requirements are met, please see Ms. Marizaldy Mercedes, Certification Officer.

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.

### Learning Center for Educators & Families (LCEF)

The School of Education's Learning Center for Educators & Families is housed in Downtown Brooklyn at 9 Hanover Place, two blocks away from the Brooklyn Campus. LCEF provides the context for learning in community with teachers, students, children, parents, educators, and members of the

community. By linking the learning of prospective and practicing educators to that of children and their families, LCEF provides a hands-on context in which to develop the professional ability of educators. It brings together theory, practice and research by providing educational services to families in the community, while serving as a practicum and research site for students and faculty from the School of Education. The educational services offered to the community at LCEF presently include: Reading-Builders, a remedial reading program to help children through one-on-one tutoring with Long Island University's Brooklyn Campus School of Education graduate students; and FUN, the Family University After-school Program for the 6-12-year-old children of Long Island University's Brooklyn Campus students.

### Center for Urban Educators (CUE)

The School of Education's Center for Urban Educators (CUE) supports the reform of urban teacher education, linking efforts at the university level with those at the K-12 level, by:

- Transforming teacher education curricula and practices to better serve students in urban schools
- Engaging teachers and college faculty in inquiry groups to investigate issues of teaching and learning
- Disseminating findings on urban teacher education reform
- Recruiting qualified and committed urban teachers

### Honors

In order to recognize and encourage superior scholarship in the study and practice of Teaching and Learning, there are annual awards to those graduating students following teacher certification programs who have achieved a 3.50 grade point average in Teaching and Learning courses and a 3.0 average in all other courses. Transfer credits are not included as part of either average. To qualify for graduation with honors, a student must have completed a minimum of 60 credits at the Brooklyn Campus, including at least 30 credits in Teaching and Learning.

### Academic Standing

Students admitted to the professional stage of a Teaching and Learning program must maintain a minimum cumulative grade point average of 3.0 in their TAL courses and must be favorably reviewed by faculty teams. Students whose cumulative grade point average in TAL falls below 3.0 and who are not favorably reviewed will be subject to probation or dismissal from the program.

## Childhood Urban Education (1-6) Optional Extension in Bilingual Education Optional Extension in Middle Childhood (7-9)

Majors in Childhood Urban Education follow a four-year curriculum leading to the degree of Bachelor of Science and to eligibility for initial certification, grades 1-6. Students also have the option of obtaining the Middle Childhood Extension, qualifying them to teach a content area subject at the middle school level (grades 7-9).

In addition, students may obtain the optional Bilingual Education Extension, preparing them to teach in bilingual classrooms.

### Core Curriculum and Concentration Requirements

Majors in Childhood Urban Education must adhere to the proficiency and core requirements listed on p. 25, except for the following modifications:

Mathematics 11z and 12z are required; and

The natural science requirement is Physics 20, Chemistry 21, and Biology 22.

*Note: Mathematics 10 or exemption thereof is prerequisite to Mathematics 11z and is recommended for Physics 10.*

Majors in Childhood Urban Education are required to select and successfully complete a 30-credit concentration or a double major in one of the following areas in Liberal Arts and Sciences:

Biology  
Chemistry  
English  
History  
Humanities  
Modern Languages and Literature (Spanish)  
Psychology  
Social Sciences

Specific requirements are listed below, under Concentrations in Childhood Urban Education. In choosing a double major, the first major must be Childhood Urban Education.

Students are encouraged to seek guidance from their faculty and professional advisers regarding areas within the core where choices are permitted in order to select courses that best prepare them to teach the learning standards and to pass the NYSTCE.

### Admission and Progression Requirements in Childhood Education

The program 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: Teaching and Learning 201 Teaching: Imagine the Possibilities

Teaching and Learning 301 Observing and Describing Children

Students may take TAL 201 starting in the second semester of their freshman year. They typically take TAL 301 or 302 as lower juniors. Students who wish to take TAL 301 before their junior year must obtain permission of the program coordinator.

To move from the pre-professional to the professional stage, students must have:

1. Completed a minimum of 66 general credits with an overall minimum grade point average of 2.5;
2. Successfully completed any required mathematics and English courses;
3. Achieved a minimum 3.0 average in the pre-professional TAL courses.

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. In addition, students are expected to gradually raise their overall GPA to at least 2.67, which is required for admission to student teaching.

During the professional stage, students must also take and pass the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Exam (NYSTCE), a prerequisite for student teaching. Students are encouraged to take the LAST early in their program. The TAL Department offers workshops as well as a non-credit course, TAL 399, to help students prepare.

Fieldwork is required in almost all TAL courses. Students maintain a collection of work from their TAL courses, which is periodically reviewed throughout the program.

Student teaching is usually completed during the last semester of the senior year. It is a full-time, 12-credit experience that consists of all-day student teaching in selected partnership schools, the student teaching seminar, and selected courses in Teaching and Learning.

Admission to student teaching is restricted to students who meet the following requirements:

1. Completed at least 100 credits with an overall grade point average of 2.67;
2. Completed all prerequisite TAL courses (28 credits) 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)

4. Presented evidence of a negative TB test
5. Attended an Orientation session with the Director of Field Experiences and School Relations..
6. Completed an interview with a faculty member and received a positive reference from a professor.

Students must apply for admission to the student teaching semester during the preceding semester

### Graduation and Certification Requirements in Childhood Education

To graduate with a major in Childhood Education students must have:

1. Completed a minimum of 128 credits with an overall GPA of at least 2.67 and a TAL GPA of at least 3.0
2. Completed all program requirements including student teaching and a passing score on the LAST

To obtain initial certification in Childhood Education, students must also:

1. Complete state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention,, and abduction prevention.
2. Pass all required portions of the NYSTCE.

The following portions of the NYSTCE are required for initial certification in childhood education:

1. Liberal Arts and Sciences Test (LAST)
2. Assessment of Teaching Skills-Written (ATS-W)
3. Multi-Subject Content Specialty Test (CST)
4. For students seeking a Bilingual Extension: The Bilingual Education Assessment (BEA) in the target language of instruction
5. For students seeking a Middle Childhood Extension: CST in a content area.

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:

|          |                                                        |
|----------|--------------------------------------------------------|
| ALCX702  | Child Abuse Identification and Reporting               |
| ALCX 703 | Violence Prevention                                    |
| ALCX 704 | Fire Safety, Substance Abuse, and Abduction Prevention |



To apply for initial certification when all requirements are met, please see Ms. Marizaldy Mercedes, Certification Officer.

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.

### Courses and Requirements in Teaching and Learning for Childhood Urban Education (40 credits)

Courses are 3 credits unless otherwise specified.

Preprofessional Stage (6 credits)  
Teaching and Learning 201 Teaching: Imagine the Possibilities  
Teaching and Learning 301 Observing and Describing Children

### Professional Stage (34 credits)

(Courses marked with an asterisk or asterisks within the same block must be taken together.)

Children, Language and Society Block: Upper Junior (10 credits)

- \* Teaching and Learning 350 The Developing Child (4 credits)
- \* Teaching and Learning 351 Language and Literacy I
- Teaching and Learning 352 Sociology and Education
- \* Teaching and Learning 359.1 Integrated Field Experience I: Childhood (0 credit)

### Curriculum Block:

#### Lower Senior (12 credits)

- \* Teaching and Learning 401 Language and Literacy II
- \* Teaching and Learning 402 Social Studies: Teaching and Learning in Childhood

- \*\*Teaching and Learning 403  
Math/Technology: Teaching and Learning in Childhood
- \*\*Teaching and Learning 404  
Science/Technology: Teaching and Learning in Childhood
- \*Teaching and Learning 409.1 Integrated Field Experience II: Childhood (0 credit)

#### The Practice of Teaching Block: Upper Senior (12 credits)

- \*Teaching and Learning 450 Student Teaching in Childhood Education (6 credits)
- \*Teaching and Learning 451 Student Teaching Seminar in Childhood Education (2 credits)
- \*Teaching and Learning 452 Critical Issues in Childhood Education (4 credits)

#### Test Preparation

Students are strongly encouraged to take the following optional non-credit course early in their program:  
TAL 399 Preparing for the NYSTCE (0 credits)

#### Optional Extension in Bilingual Education (7 credits)

An optional Bilingual Education Extension is available for those who can demonstrate bilingual proficiency. 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)

In addition, students seeking the Bilingual Extension substitute the following courses for Teaching and Learning 450 and 451:

- Teaching and Learning 480 Student Teaching in Bilingual Childhood Education (6 credits)
- Teaching and Learning 481 Student Teaching Seminar in Bilingual Childhood Education (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
- Teaching and Learning 408  
Middle School Curriculum

Students seeking the Middle Childhood Extension must also pass the Content Specialty Test (CST) of the NYSTCE in their content area specialization.

#### Concentrations/Majors in Childhood Urban Education

Students must select a 30-credit concentration or second major in one of the areas in Liberal Arts and Sciences listed below:

- Biology
- Chemistry
- English
- History
- Humanities
- Foreign Languages and Literature (Spanish)
- Psychology
- Social Sciences

In choosing a double major, the first major must be Childhood Urban Education.

The requirements for each concentration or second major are as follows:

*Biology (30 credits: concentration only)*  
30 credits in Biology, under advisement

*Chemistry (30 credits: concentration only)*  
30 credits in Chemistry, under advisement

*English (30 credits: double major)*  
English 101 Introduction to English Studies  
English 128 British Literature I  
English 129 British Literature II  
English 158 Literature of the United States I  
English 159 Literature of the United States II  
English 190 Senior Seminar  
12 additional credits of English courses numbered 100 or higher

*History (30 credits: double major)*  
24 credits in History, including History 100 The American Experience  
6 credits in Social Science, including a 200 series course

*Humanities (30 credits: double major)*  
6 credits of lower division courses in English, selected from the following:  
English 61 European Literature I (Beginnings to the Eighteenth Century)  
English 62 European Literature II

(Eighteenth Century to the Present)  
English 63 American Literature  
English 64 Non-Western Literatures  
15 credits of upper division courses in English, including, 6 credits in writing, selected from the following:  
English 103 Workshop in Advanced Writing  
English 104 Creative Writing  
English 126 (same as Journalism 119) News Writing  
9 credits in literature, selected from English Department offerings numbered above 100  
9 credits of upper division courses in Communication Studies, Performance Studies and Theatre, selected from the following:  
Speech 101 Oral Interpretation: The Art of Reading Aloud  
Speech 102 Advanced Oral Interpretation  
Speech 103 Readers' Theatre  
Speech 105 Public Speaking  
Speech 117 Vocabulary  
Speech 127 Group Discussion  
Speech 119 (same as Philosophy 119) Language, Speech and Thought  
Theatre 104.1 Multicultural History of the Theatre I  
Theatre 104.2 Multicultural History of the Theatre II  
Linguistics 101 (same as Teaching and Learning 260) The Science of Language

*Foreign Languages and Literature (30 credits: double major)*  
30 credits in Spanish only or combination Spanish and French  
At least 24 credits of courses numbered over 100

*Psychology (31 credits: double major)*  
Psychology 3 Introduction to Psychology  
Psychology 125 Contemporary Systems of Psychology  
Psychology 150 Statistics in Psychology  
Psychology 151 Experimental Psychology (4 credits)  
Remaining 18 credits by advisement

*Social Sciences (30 credits: double major)*  
6 credits of lower-division courses in History  
15 credits of upper division courses in History, including  
6 credits in American History  
3 credits in European History  
3 credits in African, Eurasian and Latin American History  
3 credits in Social and Comparative History  
Substitutions can be made with approval of departmental adviser.  
9 credits of upper division courses in

|                                                                                                                                                                                                                                                                                                                         |     |                                                   |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------|----|
| Political Science and Sociology/<br>Anthropology                                                                                                                                                                                                                                                                        |     | Social Science Core                               | 3  |
|                                                                                                                                                                                                                                                                                                                         |     | Orientation Seminar 1                             | 1  |
|                                                                                                                                                                                                                                                                                                                         |     |                                                   | 16 |
| Students may select two courses from<br>one department and one course from the<br>other:                                                                                                                                                                                                                                |     | <i>Second Semester</i>                            |    |
| Political Science 120 Power in America                                                                                                                                                                                                                                                                                  |     | Core Seminar 50                                   | 3  |
| Political Science 121                                                                                                                                                                                                                                                                                                   |     | History 2                                         | 3  |
| The Legislative Process                                                                                                                                                                                                                                                                                                 |     | Foreign Language                                  | 3  |
| Political Science 123 Political Parties<br>and Political Behavior                                                                                                                                                                                                                                                       |     | Philosophy 61                                     | 3  |
| Political Science 128                                                                                                                                                                                                                                                                                                   |     | Mathematics 11z                                   | 3  |
| Race, Sex, and the Law                                                                                                                                                                                                                                                                                                  |     | Art 61                                            | 3  |
| Political Science 143                                                                                                                                                                                                                                                                                                   |     |                                                   | 18 |
| Urban Politics and Problems                                                                                                                                                                                                                                                                                             |     | <b>Second Year</b>                                |    |
| Political Science 146 The Politics of<br>the Civil Rights Movement                                                                                                                                                                                                                                                      |     | <i>First Semester</i>                             |    |
| Sociology/Anthropology 108                                                                                                                                                                                                                                                                                              |     | English 61-64                                     | 3  |
| Anthropology of Youth                                                                                                                                                                                                                                                                                                   |     | Physics 20                                        | 4  |
| Sociology/Anthropology 112                                                                                                                                                                                                                                                                                              |     | Mathematics 12z                                   | 3  |
| Race and Ethnicity                                                                                                                                                                                                                                                                                                      |     | Social Science Core                               | 3  |
| Sociology/Anthropology 113                                                                                                                                                                                                                                                                                              |     | Teaching and Learning 201                         | 3  |
| Urban Anthropology                                                                                                                                                                                                                                                                                                      |     |                                                   | 16 |
| Sociology/Anthropology 126                                                                                                                                                                                                                                                                                              |     | <i>Second Semester</i>                            |    |
| Culture and Gender                                                                                                                                                                                                                                                                                                      |     | English 61-64                                     | 3  |
| Sociology/Anthropology 133                                                                                                                                                                                                                                                                                              |     | Chemistry 21                                      | 3  |
| Africa Past and Present                                                                                                                                                                                                                                                                                                 |     | Concentration                                     | 3  |
| Sociology/Anthropology 134                                                                                                                                                                                                                                                                                              |     | Philosophy 62                                     | 3  |
| People and Cultures of Asia                                                                                                                                                                                                                                                                                             |     | Concentration                                     | 3  |
| Sociology/Anthropology 135                                                                                                                                                                                                                                                                                              |     |                                                   | 15 |
| People and Cultures of the<br>Caribbean and Latin America                                                                                                                                                                                                                                                               |     | <b>Third Year</b>                                 |    |
| Substitutions can be made with approval<br>of departmental adviser. Students should be<br>aware that Political Science 11 is a prereq-<br>uisite for all upper division Political Science<br>courses. Sociology 3 or Anthropology 4 or 5<br>is a prerequisite for all upper division<br>Sociology/Anthropology courses. |     | <i>First Semester</i>                             |    |
|                                                                                                                                                                                                                                                                                                                         |     | Concentration                                     | 12 |
|                                                                                                                                                                                                                                                                                                                         |     | Biology 22                                        | 3  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 301                         | 3  |
|                                                                                                                                                                                                                                                                                                                         |     |                                                   | 18 |
|                                                                                                                                                                                                                                                                                                                         |     | <b>PROFESSIONAL STAGE</b>                         |    |
|                                                                                                                                                                                                                                                                                                                         |     | <i>Second Semester–</i>                           |    |
|                                                                                                                                                                                                                                                                                                                         |     | <i>Children, Language and Society Block</i>       |    |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 399                         | 0  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 350                         | 4  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 351                         | 3  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 352                         | 3  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 359.1                       | 0  |
|                                                                                                                                                                                                                                                                                                                         |     | Concentration                                     | 6  |
|                                                                                                                                                                                                                                                                                                                         |     |                                                   | 16 |
|                                                                                                                                                                                                                                                                                                                         |     | <b>Fourth Year</b>                                |    |
|                                                                                                                                                                                                                                                                                                                         |     | <i>First Semester–Teaching and Learning Block</i> |    |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 401                         | 3  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 402                         | 3  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 403                         | 3  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 404                         | 3  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 409.1                       | 0  |
|                                                                                                                                                                                                                                                                                                                         |     | Concentration                                     | 6  |
|                                                                                                                                                                                                                                                                                                                         |     |                                                   | 18 |
|                                                                                                                                                                                                                                                                                                                         |     | <i>Second Semester–</i>                           |    |
|                                                                                                                                                                                                                                                                                                                         |     | <i>The Practice of Teaching Block</i>             |    |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 450                         | 6  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 451                         | 2  |
|                                                                                                                                                                                                                                                                                                                         |     | Teaching and Learning 452                         | 4  |
|                                                                                                                                                                                                                                                                                                                         |     |                                                   | 12 |
| <b>Program Model</b>                                                                                                                                                                                                                                                                                                    |     |                                                   |    |
| <b>Proficiency Courses and Core</b>                                                                                                                                                                                                                                                                                     | Cr. |                                                   |    |
| Curriculum – see p. 25.                                                                                                                                                                                                                                                                                                 |     |                                                   |    |
| <b>Content Concentration</b>                                                                                                                                                                                                                                                                                            | 30  |                                                   |    |
| <b>Childhood Urban Education</b>                                                                                                                                                                                                                                                                                        |     |                                                   |    |
| Requirements                                                                                                                                                                                                                                                                                                            | 40  |                                                   |    |
| <b>Optional Bilingual Education</b>                                                                                                                                                                                                                                                                                     |     |                                                   |    |
| Extension                                                                                                                                                                                                                                                                                                               | 7   |                                                   |    |
| <b>Optional Middle Childhood</b>                                                                                                                                                                                                                                                                                        |     |                                                   |    |
| Extension                                                                                                                                                                                                                                                                                                               | 6   |                                                   |    |
| <b>Recommended Course of Studies for<br/>Childhood Urban Education (1-6)</b>                                                                                                                                                                                                                                            |     |                                                   |    |
| (A student's program of study may be<br>lengthened to the extent that the stu-<br>dent is placed in proficiency mathemat-<br>ics courses and the English Department<br>Writing Program; see p. 25.)                                                                                                                     |     |                                                   |    |
| <b>First Year</b>                                                                                                                                                                                                                                                                                                       |     |                                                   |    |
| <i>First Semester</i>                                                                                                                                                                                                                                                                                                   |     |                                                   |    |
| English 16                                                                                                                                                                                                                                                                                                              | 3   |                                                   |    |
| History 1                                                                                                                                                                                                                                                                                                               | 3   |                                                   |    |
| Foreign Language                                                                                                                                                                                                                                                                                                        | 3   |                                                   |    |
| Speech 3                                                                                                                                                                                                                                                                                                                | 3   |                                                   |    |

## Adolescence Urban Education (7-12): Biology, Chemistry, English, Mathematics, Social Studies or Spanish Middle Childhood and Adolescence Urban Education (5-12): Biology, Chemistry, English, Mathematics, Social Studies or Spanish Optional Extension in Bilingual Education

The curriculum in Adolescence Urban Education leads to a Bachelor of Science in the Teaching of Biology, Chemistry, and Mathematics or a Bachelor of Arts in the Teaching of English, Spanish or Social Studies at the adolescence level. It also qualifies students for initial certification in teaching the major subject in grades 7-12.

The curriculum in Middle Childhood and Adolescence Urban Education (5-12) leads to a Bachelor of Science in the Teaching of Biology, Chemistry, and Mathematics or a Bachelor of Arts in the Teaching of English, Spanish or Social Studies in both middle and secondary schools. Students qualify for dual certification in teaching the major subject at the adolescence level (grades 7-12) and the middle childhood level (grades 5-6) levels.

In addition, students majoring in Adolescence Education or Middle Childhood/Adolescence Education may obtain the optional Bilingual Education Extension, preparing them to teach in bilingual classrooms.

Students majoring in Adolescence Education or Middle Childhood/Adolescence Education must complete a second major in the content area that they are planning to teach. For requirements for majors in Biology, Chemistry, English, Mathematics, Spanish, or Social Sciences, please see the appropriate sections of this bulletin. Check with advisers for availability of all these majors.

Students are encouraged to seek guidance from their faculty and professional advisers regarding areas within the core where choices are permitted in order to select courses that best prepare them for teaching the standards and for passing the New York State Teacher Certification Examinations.

### Admission and Progression Requirements in Adolescence Education and Middle Childhood/Adolescence Education

The program 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: Teaching and Learning 201 Teaching: Imagine the Possibilities

Teaching and Learning 302 Observing and Describing Adolescents

Students may take TAL 201 starting in the second semester of their freshman year. They typically take TAL 301 or 302 as lower juniors. Students who wish to take TAL 301 before their junior year must obtain permission of the program coordinator.

To move from the pre-professional to the professional stage, students must have:

1. Completed a minimum of 66 general credits with an overall minimum grade point average of 2.5;
2. Successfully completed any required mathematics and English courses;
3. Achieved a minimum 3.0 average in the pre-professional TAL courses.

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. In addition, students are expected to gradually raise their overall GPA to at least 2.67, which is required for admission to student teaching.

During the professional stage, students must also take and pass the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Exam (NYSTCE), a prerequisite for student teaching. Students are encouraged to take the LAST early in their program. The TAL Department offers workshops as well as a non-credit course, TAL 399, to help students prepare for the LAST.

Fieldwork is required in almost all TAL courses. Students maintain a collection of work from their TAL courses, which is periodically reviewed throughout the program.

Student teaching is usually completed during the last semester of the senior year. It is a full-time, 12-credit experience that consists of all-day student teaching in selected partnership schools, the student teaching seminar, and selected courses in Teaching and Learning.

Admission to student teaching is restricted to students who meet the following requirements:

1. Completed at least 100 credits with an overall grade point average of 2.67;

2. Completed all prerequisite TAL courses (18 credits) 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)
4. Presented evidence of a negative TB test
5. Attended an Orientation session with the Director of Field Experiences and School Relations..
6. Completed an interview with a faculty member and received a positive reference from a professor.

Students must apply for admission to student teaching during the preceding semester

### Graduation and Certification Requirements in Adolescence and Middle Childhood/Adolescence Education

To graduate with a major in Adolescence or Middle Childhood/Adolescence Education students must have:

1. Completed a minimum of 128 credits with an overall GPA of at least 2.67 and a TAL GPA of at least 3.0
2. Completed all program requirements including student teaching and a passing score on the LAST

To obtain initial certification, students must also:

1. Complete state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention and abduction prevention.
2. Pass all required portions of the NYSTCE.

The following portions of the NYSTCE are required for initial certification in Adolescence or Middle Childhood/Adolescence Education:

1. Liberal Arts and Sciences Test (LAST) Assessment of Teaching Skills-Written (ATS-W)
2. Content Specialty Test (CST) in the content area
3. 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 prevention by completing the following workshops offered through

the School of Continuing Education:  
ALCX702 Child Abuse Identification and Reporting  
ALCX 703 Violence Prevention  
ALCX 704 Fire Safety, Substance Abuse, and Abduction Prevention

To apply for initial certification when all requirements are met, please see Ms. Marizaldy Mercedes, Certification Officer.

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.

### Courses and Requirements in Teaching and Learning for Adolescence and Middle Childhood/Adolescence Urban Education (30 or 37 credits)

Courses are 3 credits unless otherwise specified.

*Pre-professional Stage (6 credits)*  
Teaching and Learning 201 Teaching: Imagine the Possibilities  
Teaching and Learning 302 Observing and Describing Middle Childhood and Adolescent Learners

*Professional Stage (24 or 31 credits)*  
For certification in Adolescence only, the professional courses consist of 24 credits.

For dual certification in Middle Childhood and Adolescence, the professional courses consist of 31 credits. (Courses marked with an asterisk within the same block must be taken together.)

*Children, Language and Society Block: Upper Junior (6-10 credits)*  
Teaching and Learning 401 Language and Literacy II  
Teaching and Learning 352 Sociology and Education

*For dual certification, also:*  
\* Teaching and Learning 350 The Developing Child (4 credits)  
\* Teaching and Learning 359.2 Integrated Field Experience I Middle Childhood and Adolescence (0 credits)

*Curriculum Block: Lower Senior (6-9 credits)*  
\* Teaching and Learning 400

- The Developing Adolescent  
 \* Teaching and Learning 421 Language and Literacy III  
 \* Teaching and Learning 409.2 Integrated Field Experience II: Middle Childhood and Adolescence (0 credit)

For dual certification, also:

Teaching and Learning 408 Middle School Curriculum

Practice Block: Upper Senior (12 credits)

One of the following:

- \* Teaching and Learning 411 Teaching and Learning English Language Arts in Middle and Secondary Schools  
 \* Teaching and Learning 412 Teaching and Learning Social Studies in Middle and Secondary Schools  
 \* Teaching and Learning 413 Teaching and Learning Math/Technology in Middle and Secondary Schools  
 \* Teaching and Learning 414 Teaching and Learning Science/Technology in Middle and Secondary School  
 \* Teaching and Learning 415 Teaching and Learning a Language Other Than English in Middle and Secondary Schools

All of the following:

- \* Teaching and Learning 406 Health Education for Teachers (1 credit)  
 \* Teaching and Learning 460 Student Teaching in Adolescence (6 credits)  
 \* Teaching and Learning 461 Student Teaching Seminar in Adolescence (2 credits)

#### Test Preparation

Students are strongly encouraged to take the following optional non-credit course early in their program:  
 TAL 399 Preparing for the NYSTCE (0 credits)

#### Optional Extension in Bilingual Education (7 credits)

An optional bilingual education extension is available for those who demonstrate bilingual proficiency. To qualify for a Bilingual Education Extension, 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)

In addition, students seeking the Bilingual Education Extension must substitute the following courses for

- Teaching and Learning 460 and 461: Teaching and Learning 485 Student Teaching in Bilingual Adolescence Education (6 credits)  
 Teaching and Learning 486 Student Teaching Seminar in Bilingual Adolescence Education (2 credits).

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target language.

#### Program Model

Cr.

#### Proficiency Courses and Core Curriculum – see p. 25.

**Content Major** 30 or more  
 (depending on major)

**Teaching and Learning Requirements** 30-37

**Optional Bilingual Extension** 7

Recommended Course of Studies for Adolescence Urban Education and Middle Childhood/Adolescence Urban Education

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

Students should consult with the appropriate department in liberal arts and sciences for the core requirements of their major, as well as the sequence of courses in the major.

#### First Year

##### First Semester

Core 16

##### Second Semester

Core 16

#### Second Year

##### First Semester

Core 16

Teaching and Learning 201 3  
 19

##### Second Semester

Core 9

Concentration 6  
 15

#### Third Year

##### First Semester

Core 6

Concentration 9

Teaching and Learning 302 3  
 18

##### Professional Stage

##### Second Semester

Teaching and Learning 399 0

|                             |    |
|-----------------------------|----|
| Teaching and Learning 350   | 4  |
| Teaching and Learning 401   | 3  |
| Teaching and Learning 352   | 3  |
| Teaching and Learning 359.2 | 0  |
| Concentration               | 6  |
|                             | 16 |

#### Fourth Year

##### First Semester

|                             |    |
|-----------------------------|----|
| Teaching and Learning 400   | 3  |
| Teaching and Learning 421   | 3  |
| Teaching and Learning 408   | 3  |
| Teaching and Learning 409.2 | 0  |
| Concentration               | 6  |
|                             | 15 |

##### Second Semester

|                              |    |
|------------------------------|----|
| Teaching and Learning 460    | 6  |
| Teaching and Learning 461    | 2  |
| Teaching and Learning 406    | 1  |
| Teaching and Learning 411-15 | 3  |
|                              | 12 |

## Physical Education in Urban Schools

Majors in Physical Education in Urban Schools follow a four-year curriculum leading to the degree of Bachelor of Science and eligibility for initial certification in Physical Education, Pre-K through 12.

#### Core Curriculum and Physical Education Major Requirements

Majors in Physical Education must adhere to the proficiency and core requirements listed on p. 25, except for the following modifications:

1. Mathematics 11z and 12z are required; and
2. The natural science requirement is Biology 3-4 and Biology 131.

The Physical Education curriculum consists of 34 credits in Physical Education and 37 credits in Teaching and Learning specified below.

Students are encouraged to seek guidance from their faculty and professional advisers regarding areas within the core where choices are permitted in order to select courses that best prepare them for teaching the standards and for passing the LAST.

#### Admission and Progression Requirements in Physical Education

The program 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:

Teaching and Learning 201 Teaching: Imagine the Possibilities  
Teaching and Learning 301 Observing and Describing Children

Students may take TAL 201 starting in the second semester of their freshman year. They typically take TAL 301 or 302 as lower juniors. Students who wish to take TAL 301 before their junior year must obtain permission of the program coordinator.

To move from the pre-professional to the professional stage, students must have:

1. Completed a minimum of 66 general credits with an overall minimum grade point average of 2.5;
2. Successfully completed any required mathematics and English courses;
3. Achieved a minimum 3.0 average in the pre-professional TAL courses.

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. In addition, students are expected to gradually raise their overall GPA to at least 2.67, which is required for admission to student teaching.

During the professional stage, students must also take and pass the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Exam (NYSTCE), a prerequisite for student teaching. Students are encouraged to take the LAST early in their program. The TAL Department offers workshops as well as a non-credit course, TAL 399, to help students prepare for the LAST.

Fieldwork is required in almost all TAL courses. Students maintain a collection of work from their TAL courses, which is periodically reviewed throughout the program.

Student teaching should be completed during the senior year. It is a half-day, two semester commitment in selected partnership schools.

Admission to student teaching is restricted to students who meet the following requirements:

1. Completed at least 100 credits with an overall grade point average of 2.67;
2. Completed all prerequisite TAL courses (16 credits) 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)

4. Presented evidence of a negative TB test
5. Attended an Orientation session with the Director of Field Experiences and School Relations..
6. Completed an interview with a faculty member and received a positive reference from a professor.

Students must apply for admission to student teaching during the preceding semester

#### **Graduation and Certification Requirements in Physical Education**

To graduate with a major in Physical Education students must have:

1. Completed a minimum of 128 credits with an overall GPA of at least 2.67 and a TAL GPA of at least 3.0
2. Completed all program requirements including student teaching and a passing score on the LAST

To obtain initial certification, students must also complete all required portions of the NYSTCE.

The following portions of the NYSTCE are required for initial certification in Physical Education:

1. Liberal Arts and Sciences Test (LAST)
2. Assessment of Teaching Skills-Written (ATS-W) Content Specialty Test (CST) in Physical Education.

To apply for initial certification when all requirements are met, please see Ms. Marizaldy Mercedes, Certification Officer.

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.

#### **Courses and Requirements in Physical Education for Physical Education Majors**

(Courses are 3 credits unless otherwise specified.)

Majors in Physical Education must complete the following 34-credit major, distributed as follows:

1. 19 credits of Physical Education courses

Physical Education 4 Fitness and Wellness

Physical Education 47 Personal and Community Health (2 credits)

Physical Education 70 Principles and Foundations of Physical Education (2 credits)

Physical Education 140 CPR/First Aid/Safety

Physical Education 153 The School Health Program

Physical Education 175 Organization and Administration of Physical Education and Athletics and Sports

Physical Education 170 Teaching Physical Education in Community Settings

2. 12 credits of courses offered by Physical Education/Sports Science (courses cross-listed as both Physical Education and Sports Science)  
Physical Education/Sports Science 150 Motor Learning  
Physical Education/Sports Science 151 Kinesiology  
Physical Education/Sports Science 152 Exercise Physiology  
Physical Education/Sports Science 154 Adapted Physical Education
3. 3 credits of electives from the following, offered by either Physical Education or Sports Sciences  
Physical Education 5 Human Sexuality  
Physical Education 6 Stress Inoculation: Theory and Practice  
Physical Education/Sports Science 22 Team Sports, Coaching and Performance II (2 credits)  
Physical Education 100 Independent Study (1-3 credits).  
Physical Education/Sports Science 156 Evaluation in Health, Fitness and Sports Skills

#### **Courses and Requirements in Teaching and Learning for Physical Education Teachers (37 credits)**

*Pre-professional Stage (6 credits)*

Teaching and Learning 201 Teaching: Imagine the Possibilities  
Teaching and Learning 301 Observing and Describing Children

*Professional Stage (31 credits)*

(Courses marked with an asterisk within the same block must be taken together.)

Children, Language and Society Block:

Upper Junior (16 credits)

\* Teaching and Learning 350 The Developing Child (4 credits)

\* Teaching and Learning 351 Language and Literacy I  
Teaching and Learning 352 Sociology and Education

\* Teaching and Learning 359.1

Integrated Field Experience I:  
 Childhood (0 credit)  
 Teaching and Learning 471  
 Organization of Physical Education  
 Activities for Pre-K to Elementary  
 School\*\*  
 Teaching and Learning 476 Teaching  
 Physical Education to Adolescents\*\*  
  
*Practice Block I: Lower Senior (6 credits)*  
 Teaching and Learning 470 Student  
 Teaching in Physical Education  
 (Pre-K through 6) (6 credits)  
  
*Practice Block II: Upper Senior (9credits)*  
 \* Teaching and Learning 475 Student  
 Teaching in Physical Education (7-12)  
 (6 credits)  
 \*\*Teaching and Learning 407 Health  
 Concerns and Optimal Wellness for  
 Physical Education Teachers  
 \*\*TAL 471 and 476 should be taken prior  
 to the senior year and only with approval of  
 the Physical Education Faculty Coordinator.  
 With permission of the Faculty Coordinator,  
 TAL 471 may be taken during the pre-pro-  
 fessional stage, concurrently with TAL 301.

#### Program Model

Cr.  
**Proficiency Courses and Core Curriculum** – see p. 25.  
**Content Concentration** 34  
**Teaching and Learning Requirements** 37  
 (A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### Recommended Course of Studies for Physical Education (Pre-K through 12)

**First Year**  
*First Semester*  
 English 16 3  
 History 1 3  
 Foreign Language 3  
 Speech 3 3  
 Social Science Core 3  
 Orientation Seminar 1 1  
 16  
  
*Second Semester*  
 Core Seminar 50 3  
 History 2 3  
 Foreign Language 3  
 Philosophy 61 3  
 Biology 3 4  
 16

#### Second Year

*First Semester*  
 English 61-64 3  
 Mathematics 11z 3  
 Biology 4 4

Philosophy 62 3  
 Physical Education 47 2  
 Teaching and Learning 201 3  
 18

#### Second Semester

English 61-64 3  
 Mathematics 12z 3  
 Social Science Core 3  
 Physical Education 70 2  
 Physical Education 4 3  
 Physical Education 58 3  
 17

#### Third Year

##### First Semester

Biology 131 4  
 Teaching and Learning 301 3  
 Teaching and Learning 471 3  
 Physical Education 150 3  
 Physical Education 140 3  
 Physical Education 154 3  
 19

#### PROFESSIONAL STAGE

##### Second Semester

Teaching and Learning 399 0  
 Teaching and Learning 350 4  
 Teaching and Learning 351 3  
 Teaching and Learning 352 3  
 Teaching and Learning 359.1 0  
 Teaching and Learning 476 3  
 Physical Education 152 3  
 16

#### Fourth Year

##### First Semester

Teaching and Learning 470 6  
 Physical Education 151 3  
 Social Science Core 3  
 Physical Education 153 3  
 Physical Education 175 3  
 18

##### Second Semester

Teaching and Learning 475 6  
 Teaching and Learning 407 3  
 Physical Education 170 3  
 Physical Education Elective 3  
 15

## B.S./M.S.Ed. Inclusive Childhood and Special Education (1-6) Optional Extension in Bilingual Education Optional Extension in Middle Childhood (7-9)

The Dual Degree Program leads to both a Bachelor of Science and a Master of Science in Education degree and to eligibility for initial certification in both

Childhood Education and Teaching Students with Disabilities, grades 1-6. It prepares students to teach in general education, inclusive, and self-contained special education classrooms at the elementary level. The program has an inclusive philosophy and orientation. Students in the Dual Degree Program also have the option of obtaining the Middle Childhood Extension, qualifying them to teach a content area subject at the middle school level (grades 7-9).

In addition, students may obtain the optional Bilingual Education Extension, preparing them to teach in bilingual classrooms.

The program of study consists of 28 credits in Teaching and Learning at the undergraduate level and 33 credits at the graduate level. Completion of the program usually requires two additional semesters beyond the time it normally takes to complete an undergraduate degree in Teaching and Learning. Students apply for admission to the Dual Degree program during the Curriculum Block of the undergraduate program.

#### Core Curriculum and Concentration Requirements

The Core curriculum and concentration requirements for the Dual Degree Program are the same as those for Childhood Urban Education. Please refer to the appropriate section of this bulletin.

#### Admission and Progression Requirements in the Dual Degree Program

Please refer to the section on admission and progression requirements in Childhood Urban Education for a more complete description of the undergraduate portion of the Dual Degree program.

Students are admitted to the Dual Degree Program only after successfully completing the pre-professional courses and the Children, Language and Society block in the Childhood Urban Education undergraduate program. Students apply to the program during the Curriculum block. To be admitted, they must be recommended by faculty based on the following criteria:

1. minimum 3.0 GPA in TAL courses
2. 2.75 overall GPA
3. passing score on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Exam (NYSTCE)
4. review of students' collection of work and practice in fieldwork
5. interview with faculty coordinators for

## Childhood Education and Special Education

Students in the Dual Degree program complete an intensive internship in an inclusive classroom in lieu of undergraduate student teaching. They do their student teaching during the graduate portion of the program.

Fieldwork is required in almost all TAL courses, undergraduate and graduate. Students also maintain a collection of work from their TAL courses, which is periodically reviewed throughout the program.

The graduate portion of the Dual Degree program is divided into Tiers. Progression from one Tier to the next is based on faculty review of student work. Students must also maintain a 3.0 GPA in TAL courses.

Upon completion of the tier of courses prior to the final semester, students will be eligible to apply for an Internship Certificate, permitting them to begin teaching while completing their degrees.

The final semester of the program is the student-teaching semester. Student teaching is a full-time experience that consists of all-day student teaching in selected partnership schools along with selected courses in Teaching and Learning.

Students who have obtained Internship Certificates complete a supervised internship in their place of the employment in lieu of traditional student teaching.

Criteria for admission to student teaching or internship include:

1. Passing score on the LAST 3.0 GPA in graduate courses
2. Evidence of a negative TB test
3. Interview with Director of Field Experiences and School Relations and/or Program Coordinator
4. Orientation session with the Director of Field Experiences and School Relations.

## Graduation and Certification Requirements in the Dual Degree Program

To graduate from the Dual Degree program, students must meet the following requirements:

1. minimum 3.0 GPA in TAL courses
2. completion of all program requirements, including student teaching passing scores on LAST and ATS-W
3. completion of state-mandated training in child abuse prevention, violence prevention, fire safety, and substance abuse and abduction prevention.

4. Students must take the following workshops offered through the School of Continuing Education or present proof of equivalent training elsewhere:

- ALCX 702 Child Abuse Identification & Reporting
- ALCX 703 Violence Prevention
- ALCX 704 Fire Safety, Substance Abuse, & Abduction Prevention

To obtain initial certification in Childhood Education and Teaching Children with Disabilities, students must pass all required portions of the NYSTCE. The following subtests are required:

Liberal Arts and Sciences Test (LAST Assessment of Teaching Skills-Written (ATS-W))

Content Specialty Test (CST) in Students with Disabilities  
Multi-Subject CST

For students seeking a Bilingual Extension: The Bilingual Education Assessment (BEA) in the target language of instruction

For students seeking a Middle Childhood Extension: CST in a content area.

To apply for initial certification, please see Ms. Marizaldy Mercedes, Certification Officer, when all requirements are met.

After granting initial certification, the NYSED allows five more years for candidates to complete requirements for professional certification, including one year of full-time mentored teaching experience and two additional years of teaching experience.

Students who are considering pursuing the dual degree program should check with advisers in the Department of Teaching and Learning in order to make certain that they meet all necessary requirements.

## Courses and Requirements in Teaching and Learning for Dual Degree B.S./M.S.Ed. program: Pre-professional Block (6 credits)

- TAL 201 Teaching: Imagine the Possibilities
- TAL 301 Observing and Describing Children

## Children, Language and Society Block: Upper Junior (10 credits)

- TAL 350 The Developing Child, 4 credits
- TAL 351 Language & Literacy I
- TAL 352 Sociology & Education,

TAL 359.Integrated Field Experiences I: Childhood (0 credits)

## Curriculum Block: Lower Senior (12 credits)

- TAL 401 Language & Literacy II
- TAL 402 Social Studies: Teaching and Learning in Childhood,
- TAL 403 Math/Technology: Teaching and Learning in Childhood
- TAL 404 Science/Technology: Teaching and Learning in Childhood,
- TAL 409.1 Integrated Field Experience II: Childhood 0 credits

## Curriculum, and Strategies Tier: Upper Senior (12 credits)

- TAL 803 Perspectives on Disability
- TAL 851 Curriculum Theory and Practice in Special Education
- TAL 852 Strategies for Teaching Learners with Diverse Needs, 4 credits
- TAL 850 Field Internship in Inclusive Elementary Classroom, 2 credits

## Positive Approaches & Collaboration Tier: Yr. Five, 1st sem. (12 cr.)

- TAL 822 Assessment and Special Education
- TAL 853 Collaboration & Consultation: Family, School & Community
- TAL 854 Positive Approaches to Challenging Behaviors
- TAL 880 Classroom Inquiry II

## Capstone and Student Teaching Block: Year Five, 2nd semester (9 credits)

- TAL 871 Introduction to Reading Difficulties
- TAL 971 Final Inquiry Seminar
- TAL 884A Student Teaching: Childhood Special Education

## Test Preparation

Students are strongly encouraged to take the following optional non-credit course early in the undergraduate portion of their program:

- TAL 399 Preparing for the NYSTCE (0 credits)

## Optional Extension in Middle Childhood

- (7-9) (6 additional credits)
- TAL 400 The Developing Adolescent
- TAL 408 Middle School Curriculum

Students seeking the Middle Childhood Extension must also pass the Content Specialty Test (CST) in their content area specialization.

## Optional Extension in Bilingual Education (12 additional credits)

TAL 804 Fundamentals of Linguistics  
 TAL 823 Bilingualism &  
 Bilingual/Multicultural Education  
 TAL 862 ESL Curriculum &  
 Methodology: Teaching Literacy K-12  
 TAL 866 Native Language Teaching  
 in the Bilingual Classroom

Students seeking the Bilingual  
 Education extension must also pass the  
 Bilingual Education Assessment (BEA)  
 of the NYSTCE in the target language.

#### Program Model

|                                                                     |    |
|---------------------------------------------------------------------|----|
| <b>Proficiency Courses and Core Curriculum</b> – see p. 25.         |    |
| <b>Content Concentration</b>                                        | 30 |
| <b>Childhood Urban Education and Special Education Requirements</b> | 60 |
| <b>Optional Bilingual Education Extension</b>                       | 7  |
| <b>Optional Middle Childhood Extension</b>                          | 6  |

#### Recommended Course of Studies for Dual Childhood Urban Education and Special Education (1-6)

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

|                       |           |
|-----------------------|-----------|
| <i>First Semester</i> |           |
| English 16            | 3         |
| History 1             | 3         |
| Foreign Language      | 3         |
| Speech 3              | 3         |
| Social Science Core   | 3         |
| Orientation Seminar 1 | 1         |
|                       | <u>16</u> |

#### Second Semester

|                  |           |
|------------------|-----------|
| Core Seminar 50  | 3         |
| History 2        | 3         |
| Foreign Language | 3         |
| Philosophy 61    | 3         |
| Mathematics 11z  | 3         |
| Art 61           | 3         |
|                  | <u>18</u> |

#### Second Year

|                           |           |
|---------------------------|-----------|
| <i>First Semester</i>     |           |
| English 61-64             | 3         |
| Physics 20                | 4         |
| Mathematics 12z           | 3         |
| Social Science Core       | 3         |
| Teaching and Learning 201 | 3         |
|                           | <u>16</u> |

#### Second Semester

|               |   |
|---------------|---|
| English 61-64 | 3 |
| Chemistry 21  | 3 |

|               |           |
|---------------|-----------|
| Concentration | 3         |
| Philosophy 62 | 3         |
| Concentration | 3         |
|               | <u>15</u> |

#### Third Year

|                           |           |
|---------------------------|-----------|
| <i>First Semester</i>     |           |
| Concentration             | 12        |
| Biology 22                | 3         |
| Teaching and Learning 301 | 3         |
|                           | <u>18</u> |

#### PROFESSIONAL STAGE

|                                             |           |
|---------------------------------------------|-----------|
| <i>Second Semester</i>                      |           |
| <i>Children, Language and Society Block</i> |           |
| Teaching and Learning 399                   | 0         |
| Teaching and Learning 350                   | 4         |
| Teaching and Learning 351                   | 3         |
| Teaching and Learning 352                   | 3         |
| Teaching and Learning 359.1                 | 0         |
| Concentration                               | 6         |
|                                             | <u>16</u> |

#### Fourth Year

|                                        |           |
|----------------------------------------|-----------|
| <i>First Semester—Curriculum Block</i> |           |
| Teaching and Learning 401              | 3         |
| Teaching and Learning 402              | 3         |
| Teaching and Learning 403              | 3         |
| Teaching and Learning 404              | 3         |
| Teaching and Learning 409.1            | 0         |
| Concentration                          | 6         |
|                                        | <u>18</u> |

#### Second Semester

|                                       |           |
|---------------------------------------|-----------|
| <i>Curriculum and Strategies Tier</i> |           |
| Teaching and Learning 803             | 3         |
| Teaching and Learning 850             | 2         |
| Teaching and Learning 851             | 3         |
| Teaching and Learning 852             | 4         |
|                                       | <u>12</u> |

#### Fifth Year

|                                                                   |           |
|-------------------------------------------------------------------|-----------|
| <i>First Semester- Positive Approaches and Collaboration Tier</i> |           |
| Teaching and Learning 822                                         | 3         |
| Teaching and Learning 853                                         | 3         |
| Teaching and Learning 854                                         | 3         |
| Teaching and Learning 880                                         | 3         |
|                                                                   | <u>12</u> |

#### Second Semester- Student Teaching and Capstone

|                            |          |
|----------------------------|----------|
| Teaching and Learning 871  | 3        |
| Teaching and Learning 884A | 3        |
| Teaching and Learning 971  | 3        |
|                            | <u>9</u> |

### B.F.A. in Art Education

See p. 64 under Visual Arts for details on requirements and program of study.

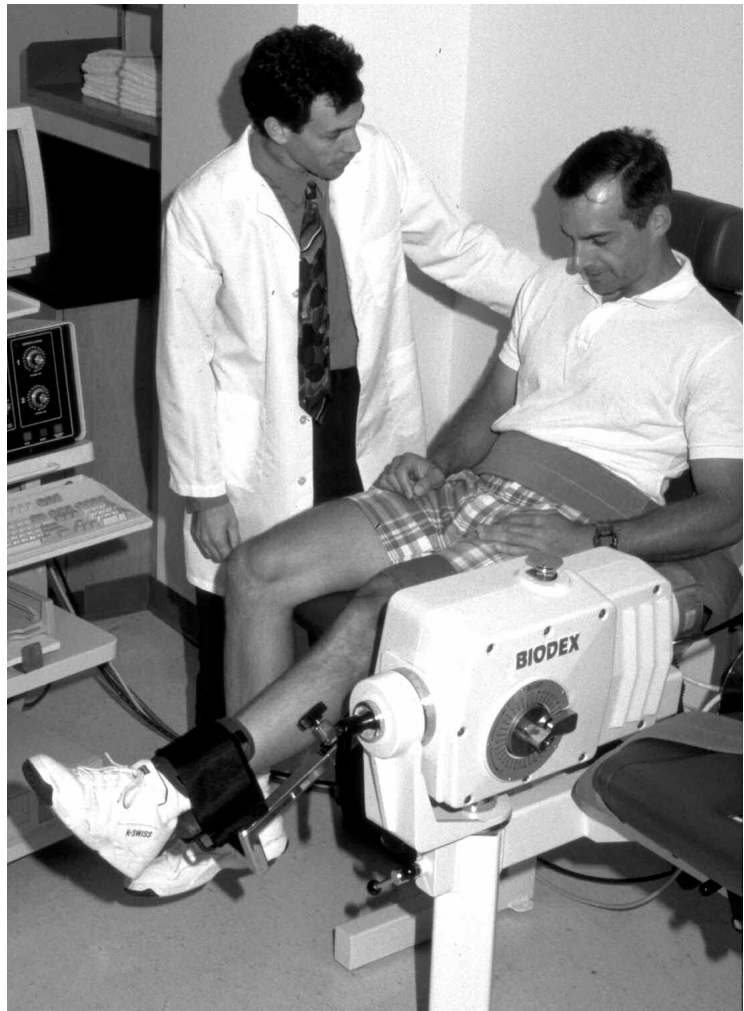
### B.S. in Music Education

See p. 62 under Music for details on requirements and program of study.

# SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at the Brooklyn Campus integrates liberal arts education with advanced sciences and medically oriented curricula. On the undergraduate level, it offers the Bachelor of Science degree in Physician Assistant Studies, Respiratory Care, and Sports Sciences. It also offers combined B.S./M.S. degrees in Athletic Training and Sports Sciences and in Occupational Therapy, and an entry-level post-baccalaureate Doctor of Physical Therapy degree replaces the current B.S./M.S. degree.

All students are expected to obtain an appropriate balance of liberal arts and sciences courses (a minimum of 64 liberal arts and sciences credits) in addition to their specializations and interpersonal skills. Proficiency and core courses for undergraduate programs are offered through Richard L. Conolly College.



## DIVISION OF OCCUPATIONAL THERAPY

### B.S./M.S. Program in Occupational Therapy

Associate Professor Burkhardt,  
Division Director  
Associate Professor Scott  
Assistant Professors Mills, Obler,  
Saraceno, Wasserman (Academic  
Fieldwork Coordinator)  
Adjunct Faculty: 5

The Division of Occupational Therapy offers a dual Bachelor of Science-Master of Science degree in Occupational Therapy, 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 may also be completed on a part-time basis over four years. Students must complete the liberal arts and sciences core curriculum (see p. 25), which offers a rich base of sciences, humanities and social sciences, before entering the professional phase of the program; a minimum of 64 credits in the liberal arts and sciences for the baccalaureate degree are required.

Occupational Therapy is a vital health-care and rehabilitation profession whose practitioners help clients to develop or restore and sustain the highest quality of productive life to persons recovering from illness or injury. Occupational therapy is the therapeutic use of self-care, work/productive tasks, and play/leisure activities to increase independent function, enhance development, and prevent disability. The term occupation refers to activities that are meaningful to the individual within the environments in which the person lives and functions. Occupational Therapy prevents disability and promotes 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.

The program is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing health-care environment. The Occupational Therapy curriculum offers students the opportunity to focus on individual professional, growth; participate in community-service learning; refine cultural sensitivity and practice skills; use health promotion in community settings; develop skills to treat the whole person, including physical, cognitive and psychosocial needs; and use activity to promote health and independence and develop research skills.

#### 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:

1. High school 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.
2. College students wishing to transfer into the program must have a minimum cumulative grade point average of 3.00 on a 4.00 scale. A 3.00 minimum cumulative grade point average is also required in both liberal arts and sciences courses.
3. 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 3.00 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.
4. Science grades more than 10 years old are not acceptable.
5. Official transcripts from all colleges and universities attended are required.
6. Three letters of recommendation on divisional forms are required. The recommendations should be provided by individuals who can comment on academic background and volunteer or community experience.
7. Prospective students must be knowledgeable about the focus of occupational therapy interventions across the life span. A specific number of hours



- for volunteer work is not required, however.
8. An interview with an adviser from the Occupational Therapy faculty is required of all qualified individuals.

### Transfer Students

Transfer students with two-year associate's or four-year bachelor's degrees must have completed a minimum of 64 acceptable liberal arts and sciences credits, including six credits in English, introductory sociology or anthropology, three credits in college-level mathematics, statistics, three credits each in general psychology and abnormal psychology and life-span psychology, and the designated prerequisite science courses before beginning the professional phase of the program.

Students who have not completed an associate's or bachelor's degree must complete the entire liberal arts core and prerequisite science courses listed below.

### Academic Standards

Once accepted into the Occupational Therapy program, students must maintain a cumulative professional-phase average of at least 2.50 on a scale of 4.00 each semester. During the final year, students must maintain a cumulative average of 3.00. Students must also meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science-Master of Science Degree in Occupational Therapy.

### Occupational Therapy Curriculum

The Occupational Therapy program curriculum includes 122 credits in the professional phase of the program. Occupational Therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The enriched clinical component includes several part-time experiences with clients and patients of all ages, located in a variety of medical, educational and community-based organizations, in addition to seven months of full-time fieldwork. Students also have the unique opportunity to design and implement a four-credit Research Project in which they conduct a study in a community setting or emerging practice area.

### Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American

Occupational Therapy Association (AOTA) and 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.

### Required Course of Studies

#### Preprofessional Phase

Completion of all courses in the pre-professional phase listed below (offered through Richard L. Conolly College or transfer equivalencies) is required before beginning the professional phase of the program. This includes the Brooklyn Campus liberal arts core requirements and prerequisite courses for Occupational Therapy. For some students, completion may require more than four semesters.\*

#### First and Second-Year Courses in the Preprofessional Phase

|                                                | Cr. |
|------------------------------------------------|-----|
| Biology 3-4                                    | 8   |
| Anatomy, with lab (Biology 131)                | 4   |
| Physiology, without lab (Biology 132)          | 3   |
| Algebra or Finite Math (Mathematics 16)*       | 3   |
| English Composition (English 16)*              | 3   |
| English Literature (English 61-64)             | 6   |
| Core Seminar 50                                | 3   |
| Oral Communication (Speech 3)                  | 3   |
| Philosophy (Philosophy 61, 62)                 | 6   |
| Statistics (Mathematics 100 or Psychology 150) | 3   |
| Introduction to Psychology (Psychology 3)      | 3   |
| Abnormal Psychology (Psychology 110)           | 3   |
| Developmental Psychology (Psychology 107)      | 3   |
| History 1, 2                                   | 6   |
| Sociology 3                                    | 3   |
| or Anthropology 4                              | 3   |
| Liberal Arts and Sciences                      | 4   |
|                                                | 64  |

\*Registration in mathematics and English courses is dependent upon performance in placement examinations. If additional courses are required, the preprofessional phase will be extended.

#### Professional Phase

All occupational therapy courses, with the exception of OT 100 and 203, are only open to occupational therapy stu-

dents admitted into the program.

All occupational therapy students are required to take OT 119 Cadaver Lab and OT 140 Neuroscience Lab.

### First Year

#### First Semester

|                                                                     |    |
|---------------------------------------------------------------------|----|
| OT 100 Introduction to Occupational Therapy                         | 2  |
| OT 106 Therapeutic Skills 1: Interpersonal Skills                   | 2  |
| OT 110 Human Development and Occupation 1: Pediatrics               | 3  |
| OT 140 Neuroscience                                                 | 5  |
| OT 201 Professional Development 1: O.T. Student Academic Experience | 2  |
| OT 301 Skills for Living 1: Play/Leisure                            | 3  |
|                                                                     | 17 |

#### Second Semester

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| OT 111 Human Development and Occupation 2: Adolescence/Adults           | 2  |
| OT 119 Anatomy/Kinesiology 1                                            | 5  |
| OT 120 Theory 1: Introduction                                           | 2  |
| OT 202 Professional Development 2: Communication Skills                 | 1  |
| OT 203 Professional Development 3: Advocacy and Disability Perspectives | 1  |
| OT 206 Therapeutic Skills 2: Group Process                              | 3  |
|                                                                         | 14 |

### Summer

|                                                                                          |    |
|------------------------------------------------------------------------------------------|----|
| OT 112 Human Development and Occupation 3: Geriatrics                                    | 2  |
| OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics | 3  |
| OT 129 Kinesiology 2                                                                     | 4  |
| OT 220 Theory 2: Learning Theories Applied to Practice                                   | 2  |
| OT 302 Skills for Living 2: Work/Productivity                                            | 3  |
|                                                                                          | 14 |

### Second Year

#### First Semester

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics | 3  |
| OT 200 Fieldwork Level I: Geriatrics Practice                                    | 1  |
| OT 303 Skills for Living 3: Self-Care                                            | 3  |
| OT 306 Therapeutic Skills 3: Teamwork and Leadership                             | 2  |
| OT 320 Theory 3: Occupational Therapy Models and Mental Health Practice          | 4  |
| OT 420 Theory 4: Physical Disabilities Guidelines for Practice                   | 5  |
|                                                                                  | 18 |

#### Second Semester

|                                                     |   |
|-----------------------------------------------------|---|
| OT 205 Professional Development 5: Health Promotion | 1 |
|-----------------------------------------------------|---|

|                                                                                               |    |
|-----------------------------------------------------------------------------------------------|----|
| OT 210 Fieldwork Level I: Mental Health Practice 2(a) Adolescents and Adults                  | 1  |
| OT 215 Fieldwork Level I: Physical Disabilities Practice 2(b) Adolescents and Adults          | 1  |
| OT 330 Practice 1: Mental Health in Adolescents, Adults and Geriatrics                        | 5  |
| OT 430 Practice 2: Neurorehabilitation-Adolescents, Adults and Geriatrics                     | 5  |
| OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics-Adolescents, Adults and Geriatrics | 4  |
|                                                                                               | 17 |

### Summer

|                                                                                             |    |
|---------------------------------------------------------------------------------------------|----|
| OT 432 Practice 4: Medical and Surgical Rehabilitation — Adolescents, Adults and Geriatrics | 2  |
| OT 506 Therapeutic Skills 5: Technology and Assistive Devices                               | 2  |
| OT 520 Theory 5: Research                                                                   | 3  |
| OT 533 Medical Conditions 3: Clinical Conditions in Pediatrics                              | 3  |
| OT 620 Theory 6: Research Proposal Development                                              | 2  |
| OT 720 Theory 7: Community Practice, Education and Health Promotion                         | 2  |
|                                                                                             | 14 |

### Third Year

#### First Semester

|                                                                     |    |
|---------------------------------------------------------------------|----|
| OT 507 Therapeutic Skills 6: Organization and Administration        | 3  |
| OT 510 Level II, Fieldwork I                                        | 5  |
| OT 530 Practice 3: Pediatrics                                       | 5  |
| OT 535 Fieldwork Level I Practice 3: Pediatrics                     | 1  |
| OT 716 Professional Development 6: O.T. Student Clinical Experience | 1  |
|                                                                     | 15 |

#### Second Semester

|                                                         |       |
|---------------------------------------------------------|-------|
| OT 511 Level II, Fieldwork II                           | 5     |
| OT 512 Level II, Fieldwork III                          | 4     |
| OT 513 Level II, Fieldwork IV (elective)                | 2-4   |
| OT 820 Theory VIII: Community Practice Research Project | 4     |
|                                                         | 15-17 |

## DIVISION OF PHYSICAL THERAPY

The Division of Physical Therapy now 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

### Physician Assistant

Professor M. Patel  
Associate Professor Salzer (Division Director)  
Assistant Professors Masterson, Verity, Youssef  
Instructor Kiefer  
Adjunct Faculty: 50

The Physician Assistant program is an intense, four-year professional program that prepares health practitioners to work in a wide variety of clinical settings.

Physician Assistants take medical histories and perform physical examinations, select and interpret diagnostic tests, and manage the health problems of the patient under supervision of a physician.

The Long Island University Physician Assistant Program was the first such program to be approved by the New York State Education Department and is accredited by the Accreditation Review Committee of Physician Assistants. The program enjoys membership in the Association of Physician Assistant Programs.

After meeting all University and program requirements, the degree of Bachelor of Science is conferred upon a candidate by Long Island University. Those credentials enable the graduate to register as a Physician Assistant and to sit for the National Certifying Examination administered by the National Commission on the Certification of Physician Assistants.

The highest ethical and professional standards are absolute demands throughout the period of Physician Assistant education. The program is a challenging one, in which dedication, courtesy, and professional demeanor are as vital as intelligence, skill and medical knowledge.

#### Academic Standards

The courses in the program must be taken in the required sequence. The pre-professional student must maintain a 3.00 cumulative grade point average and a 3.00 grade point average in the prerequisite courses. A student in the professional phase of the program must maintain a grade of C or better in each course.

#### Application Process

Students are admitted to the Pre-Physician Assistant major or the Physician Assistant major on the basis of their high school graduation and previous college experience. Qualified applicants who have not completed all preprofessional course work must apply as Pre-Physician Assistant majors. The program does not grant advanced standing to applicants. Applicants will not receive credits for experiential learning. The Admissions Office at Long Island University will review previous college credits with each accepted student. The Admissions Officer will decide which credits are transferable.

#### Application as a Preprofessional Physician Assistant Major

Freshman applicants must have

1. A high school average of at least 85 and
2. A combined SAT score of at least 1000.

Pre-Physician Assistant majors may attend the Brooklyn Campus on a part- or full-time basis while completing their prerequisite courses.

Near the end of the preprofessional phase a student must apply for admission into the professional phase of the program. During the preprofessional phase, the student is expected to complete a minimum of 500 hours of patient care, demonstrate acceptable academic performance, obtain three recommendations (two of which must be from health professionals), successfully complete a personal interview, and complete all prerequisite course work. The student's record is evaluated on the following criteria:

1. Cumulative grade point average;
2. Cumulative grade point average in the prerequisite courses;
3. A handwritten personal statement as to why the applicant wishes to become a Physician Assistant;
4. Patient care experience;
5. Satisfactory performance at a personal interview based on assessment of qualities such as interpersonal relations, concern for others, integrity, ability to communicate effectively and maturity;
6. Satisfactory recommendations; and
7. Completion of course work and above criteria within a specified time limit.

Applicants who successfully meet all of the above criteria will receive written notification of their acceptance to the professional phase of the Physician Assistant Program.

Applicants with fewer than 48 college credits may be accepted as Preprofessional Physician Assistant

majors if they have a 3.0 cumulative grade point average and a 3.0 grade point average in the prerequisite courses. After acceptance as preprofessional majors, they must meet the criteria outlined above for acceptance into the professional phase of the program.

#### Admission to the Professional Phase

All transfer applicants seeking acceptance as Physician Assistant majors must present

1. Preferably, a cumulative grade point average of at least 3.00 on a scale of 4.00;
2. A grade point average of at least 3.00 in the prerequisite science and mathematics courses;
3. Three recommendations, two of which must be from health professionals;
4. A handwritten personal statement describing why the student wishes to become a Physician Assistant; and
5. A recommendation for acceptance from the Physician Assistant Admission Committee, based on a personal interview as described above.

If accepted, the student must also present documented evidence of completion of 500 hours or more of patient care experience before beginning the professional phase of the program.

#### Specific Program Requirements

Physician Assistant and Pre-Physician Assistant majors are required to conform to the specific policies and procedures that are detailed in the program's "Physician Assistant Guidelines and Policies Brochure." It is incumbent upon the student to obtain a copy of such brochure from the program faculty.

#### Requirements for Graduation

Students must obtain a minimum grade of C in each medical science course and meet all clinical and professional requirements to qualify for graduation from the Physician Assistant program. Students must fulfill both the University and Hospital requirements for graduation.

#### Program Model

##### Proficiency Courses and Core Curriculum

– see p. 25. Must include Biology 3, 4, Mathematics 15

**Ancillary Requirements** 21  
Chemistry 3, 4 or 3x, 4x, Biology 101, 131, 132, Mathematics 100

**Medical Science and Other Professional Phase Courses** 68

#### Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### PRE-PROFESSIONAL PHASE

##### First Year

|                       |    |
|-----------------------|----|
| First Semester        |    |
| Biology 3             | 4  |
| Chemistry 3x          | 4  |
| English 16            | 3  |
| Philosophy 61         | 3  |
| Orientation Seminar 1 | 1  |
| Computer Science      | 1  |
|                       | 16 |

##### Second Semester

|                      |       |
|----------------------|-------|
| Biology 4            | 4     |
| Chemistry 4x         | 4     |
| Core Seminar 50      | 3     |
| Philosophy 62        | 3     |
| Mathematics 15 or 16 | 3-4   |
|                      | 17-18 |

##### Second Year

|                           |    |
|---------------------------|----|
| First Semester            |    |
| History 1                 | 3  |
| English 61-64             | 3  |
| Social Science            | 3  |
| Biology 101 Microbiology  | 3  |
| Biology 131 Human Anatomy | 3  |
|                           | 15 |

##### Second Semester

|                              |    |
|------------------------------|----|
| History 2                    | 3  |
| Mathematics 100              | 3  |
| Speech 3                     | 3  |
| Social Science               | 3  |
| English 61-64                | 3  |
| Biology 132 Human Physiology | 3  |
|                              | 18 |

Placement in English and Mathematics is determined by the Brooklyn Campus placement examinations in composition and mathematics.

#### Professional Phase\*

The professional phase consists of the third and fourth years of the Physician Assistant program course of study. During the third year, the medicine courses are augmented with weekly clinical experiences. During the fourth year, students are assigned to clinical rotations for one year on a full-time basis, returning to the program once every five weeks.

##### Third Year

|                                        |   |
|----------------------------------------|---|
| First Semester                         |   |
| MS 20 Introduction to Clinical Science | 3 |
| MS 110 Clinical Pathology              | 3 |

|                                                         |    |
|---------------------------------------------------------|----|
| MS 111 Medical Instrumentation                          | 2  |
| MS 112.1 Physical Diagnosis I                           | 3  |
| MS 114.1 Internal Medicine I                            | 3  |
| MS 122 Introduction to Psychosocial Aspects of Medicine | 3  |
|                                                         | 17 |

##### Second Semester

|                                  |    |
|----------------------------------|----|
| MS 112.2 Physical Diagnosis II   | 3  |
| MS 114.2 Internal Medicine II    | 3  |
| MS 113 Obstetrics and Gynecology | 3  |
| MS 115 Surgery                   | 3  |
| HS 434 Clinical Pharmacology     | 3  |
| HS 436 Clinical Laboratory       | 2  |
|                                  | 17 |

##### Summer Session

|                           |   |
|---------------------------|---|
| MS 116 Emergency Medicine | 3 |
| MS 117 Pediatrics         | 3 |
| MS 118 Psychiatry         | 3 |
|                           | 9 |

##### Fourth Year

###### First Semester

|                                |    |
|--------------------------------|----|
| MS 138 Medicine and Geriatrics | 3  |
| MS 141 Clinical Pediatrics     | 3  |
| MS 144 Clinical Surgery        | 3  |
| MS 152 Emergency Medicine      | 3  |
|                                | 12 |

###### Second Semester

|                                   |    |
|-----------------------------------|----|
| MS 153 Outpatient/Family Practice | 3  |
| MS 154 Obstetrics/Gynecology      | 3  |
| MS 155 Clinical Psychiatry        | 3  |
| MS 151 Clinical Elective          | 3  |
|                                   | 12 |

\*The professional phase of the program begins only in August of each year.

## DIVISION OF RESPIRATORY CARE

### Respiratory Care

Associate Professors Becker (Academic Coordinator), Johnson (Division Director), J.A. Knight (Director, Clinical Education)  
Adjunct Faculty: 5

The Respiratory Care program, designed to provide students with educational and clinical competence as well as to emphasize comprehension, versatility and advanced practical knowledge, is a four-year program leading to a Bachelor of Science degree.

The two-year pre-professional phase consists of preparation in the basic sci-

ences and mathematics. Students must complete courses in the humanities and social sciences.

During the professional phase of the program, years 3 and 4, students are engaged in the theoretical, practical and clinical aspects of adult, pediatric and perinatal respiratory care. Those aspects include the therapeutic use of medical gases and administration apparatus, environmental control systems, humidification, aerosols, medication, ventilatory support, pulmonary rehabilitation, advanced cardio-pulmonary resuscitation, airway management, pulmonary function testing and hemodynamic monitoring.

Successful completion of the curriculum enables graduates to take the national board examinations given by the National Board for Respiratory Care (NBRC). The Program is fully accredited by the Committee on Accreditation for Respiratory Care and is registered with the New York State Department of Education. Graduates demonstrate:

1. Attitudes and characteristics essential to be an effective health-care professionals;
2. Abilities in identifying and dealing appropriately with ethical and professional clinical problems;
3. A commitment to continue their learning after graduation
4. be a productive contributor to health care and human society as a respiratory care professional.

Respiratory care offers a unique set of challenges in the areas of treatment, management, control, diagnostic evaluation, and care of patients with cardiopulmonary disorders in all age groups. The profession is a dynamic, motivating career for those individuals who are interested in caring for others and in participating in the team approach to health care.

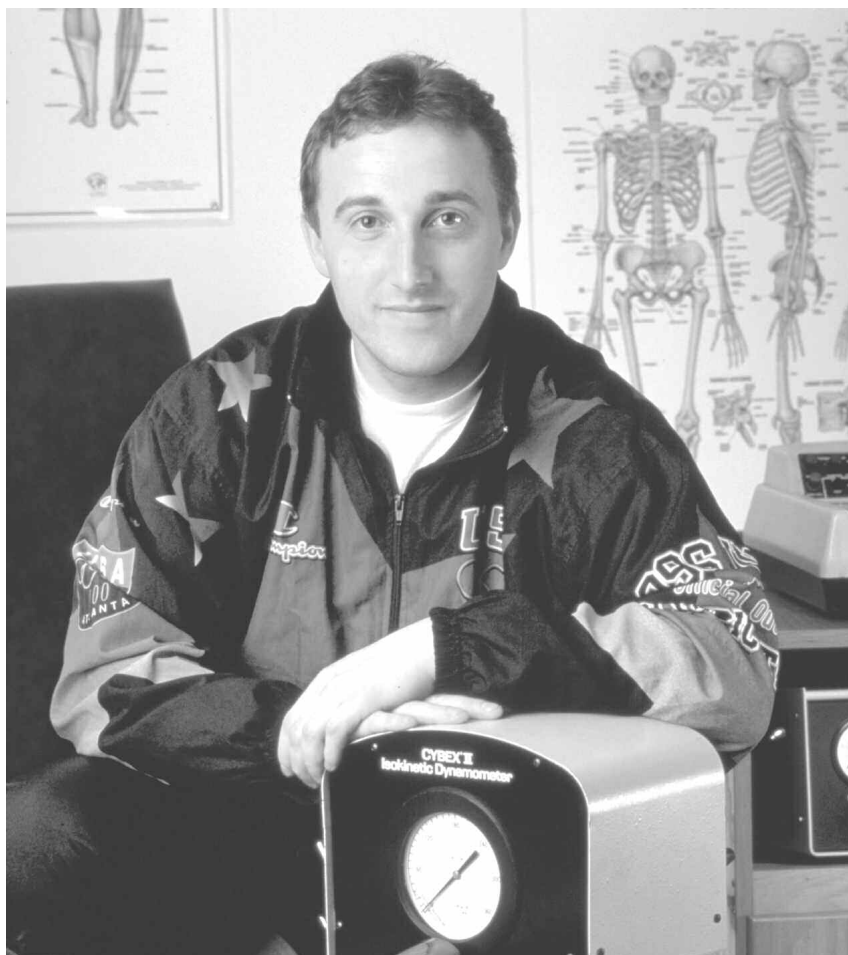
#### Admission Requirements

##### Applicants to the program must

1. Meet all program academic standards and
2. Be recommended for acceptance after a personal interview with the Program Director/Committee.

#### Academic Standards

Grades below a C+ are not acceptable in prerequisite science and mathematics courses; neither are such grades acceptable in professional phase courses. A grade point average of 2.50 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 scholastic requirements for both the entry-level Certification and the advanced Registry credentialing examinations as set forth by the National Board for Respiratory Care (NBRC) will be allowed 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.

#### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### PRE-PROFESSIONAL PHASE

##### First Year

|                       |          |
|-----------------------|----------|
| First Semester        |          |
| Biology 3             | 4        |
| Chemistry 3x          | 4        |
| Mathematics 30        | 4        |
| English 16            | 3        |
| Speech 3              | 3        |
| Orientation Seminar 1 | 1        |
|                       | <hr/> 19 |

##### Second Semester

|                 |          |
|-----------------|----------|
| Biology 4       | 4        |
| Philosophy 61   | 3        |
| Mathematics 100 | 3        |
| Core Seminar 50 | 3        |
| Psychology 3    | 3        |
|                 | <hr/> 16 |

##### Second Year

|                |          |
|----------------|----------|
| First Semester |          |
| Biology 101    | 3        |
| Biology 131    | 4        |
| English 61-64  | 3        |
| History 1      | 3        |
| Social Science | 3        |
| RC 141         | 2        |
|                | <hr/> 18 |

|                        |          |
|------------------------|----------|
| <i>Second Semester</i> |          |
| Biology 132            | 3        |
| Physics 31             | 4        |
| English 61-64          | 3        |
| History 2              | 3        |
| Philosophy 62          | 3        |
|                        | <hr/> 16 |

#### PROFESSIONAL PHASE

##### Third Year

###### First Semester

|                                                     |          |
|-----------------------------------------------------|----------|
| RC 101 Cardiopulmonary Physiology                   | 3        |
| RC 103 Clinical Application of<br>Acid-base Balance | 2        |
| RC 107 Pulmonary Function                           | 2        |
| RC 109 Clinical Experience I                        | 2        |
| RC 112 Theory and Practice of<br>Respiratory Care   | 5        |
|                                                     | <hr/> 14 |

###### Second Semester

|                                                      |          |
|------------------------------------------------------|----------|
| RC 200 Cardiopulmonary Pathology                     | 3        |
| RC 205 Cardiopulmonary<br>Medical Science            | 3        |
| RC 210 Clinical Experience II                        | 3        |
| RC 213 Theory and Practice of<br>Respiratory Care II | 5        |
| RC 214 Cardiorespiratory<br>Pharmacology             | 3        |
|                                                      | <hr/> 17 |

##### Fourth Year

###### First Semester

|                                                   |          |
|---------------------------------------------------|----------|
| RC 206 Rehabilitation<br>Techniques in RC         | 3        |
| RC 215 Selected Topics in<br>Internal Medicine    | 3        |
| RC 225 Neonatal and<br>Pediatric Respiratory Care | 3        |
| RC 229 Clinical Experience III                    | 8        |
|                                                   | <hr/> 17 |

###### Second Semester

|                                                      |          |
|------------------------------------------------------|----------|
| RC 311 Critical Respiratory Care                     | 3        |
| RC 330 Clinical Experience IV                        | 8        |
| RC 331 Principles to Practice in<br>Respiratory Care | 4        |
|                                                      | <hr/> 15 |

## DIVISION OF SPORTS SCIENCES

Professor Stricevic (Associate Dean,  
Director M.S. in Health Sciences)  
Assistant Professors Rawls-Martin  
(Director, Athletic Training  
Education Programs), Petersen  
(Clinical Coordinator Athletic  
Training Educational Programs), Spatz  
(Division Director, Director Adapted

Physical Education Track and  
Coaching and Conditioning Track),  
Spierer  
Adjunct Faculty: 15

## Sports Sciences

The Division of Sports Sciences offers an undergraduate degree in Sports Sciences, B.S./M.S. degree in Athletic Training and Sports Sciences, Master of Science degree in Health Sciences with tracks in Exercise Physiology, Adapted Physical Education, and Coaching and Conditioning and a Master of Science degree in Advanced Athletic Training and Sports Sciences.

The undergraduate Sports Sciences program, designed to meet the growing need for health professionals versed in the science of exercise, physical activity and sport performance, is a four year program leading to the Bachelor of Science degree. The program focuses on such areas as exercise physiology, motor learning, conditioning for sport, nutrition, biomechanics, and fitness programming for healthy and unhealthy populations, and those with disabilities.

### Concentrations

Upon completing a strong foundation of courses in the liberal arts and sciences along with Sports Sciences core courses, the student enters the specialized professional program with advanced courses and practical experiences in one of the following Concentrations:

#### Exercise Physiology

#### Adapted Physical Education Coaching and Conditioning

Students must consult with their advisers to select courses that would satisfy their specific concentration. Health Science 500-level graduate courses may be included – see Course Descriptions section of this bulletin.

### Health Professions Opportunities

Students interested in pursuing other health professions may take elective courses to satisfy prerequisite course work of a specific health professional program, such as Athletic training, Biology, Nursing, Occupational Therapy, Pharmacy, Physician Assistant, Physical Therapy, and Respiratory Care. Students must consult with their adviser to select elective courses.

Successful completion of the curriculum, which has been approved and registered by the New York State Department of Education, enables graduates to develop

entry-level competencies in a variety of settings that may range from fitness centers, health facilities, schools, hospitals, and amateur and professional sports teams to organizations that work with the disabled.

### Admission Requirements

The following applies to those individuals seeking admission to the Sports Sciences program:

1. Freshmen students are required to present a high school average of at least 80 and preferred combined college-board score of at least 800;
2. Transfer students must present an overall grade point average of at least 2.0; and
3. All students must submit two letters of recommendation and have a personal interview.

### Academic Standards

Students in the program are required to maintain a grade of C or better.

### Program Model

Cr.

#### Proficiency Courses and Core

#### Curriculum – see p. 25.

Must include Biology 3, 4,  
Mathematics 15 or 16

#### Ancillary Requirements

4

Biology 131

#### Sports Science Professional Phase Requirements

43

Sports Science 21, 22, 142, 143  
146, 148, 150, 151, 152, 154,  
156, 163, 164, 190, 194

**Electives** (to be determined by  
proficiency requirements)

### Recommended Course of Studies

(A student's program of study may be lengthened to the extent that the student is placed in proficiency mathematics courses and the English Department Writing Program; see p. 25.)

#### First Year

##### First Semester

|                       |          |
|-----------------------|----------|
| English 16            | 3        |
| Biology 3             | 4        |
| Speech 3              | 3        |
| Social Science        | 3        |
| Sports Science 21     | 2        |
| Orientation Seminar 1 | 1        |
|                       | <hr/> 16 |

##### Second Semester

|                         |          |
|-------------------------|----------|
| Core Seminar 50         | 3        |
| Biology 4               | 4        |
| Social Science          | 3        |
| Philosophy 61           | 3        |
| Sports Science 22       | 2        |
| Sports Science Elective | 1        |
|                         | <hr/> 16 |

**Second Year***First Semester*

|                    |          |
|--------------------|----------|
| History 1          | 3        |
| English 61-64      | 3        |
| Philosophy 62      | 3        |
| Sports Science 142 | 3        |
| Biology 131        | 4        |
|                    | <hr/> 16 |

*Second Semester*

|                    |          |
|--------------------|----------|
| History 2          | 3        |
| English 61-64      | 3        |
| Mathematics 15     | 4        |
| Sports Science 143 | 3        |
| Elective           | 3        |
|                    | <hr/> 16 |

**Third Year***First Semester*

|                         |          |
|-------------------------|----------|
| Elective                | 3        |
| Sports Science 151      | 3        |
| Sports Science 154      | 3        |
| Sports Science 156      | 3        |
| Sports Science Elective | 3        |
|                         | <hr/> 15 |

*Second Semester*

|                    |          |
|--------------------|----------|
| Sports Science 103 | 3        |
| Sports Science 146 | 3        |
| Sports Science 150 | 3        |
| Sports Science 152 | 3        |
| Elective           | 4        |
|                    | <hr/> 16 |

**Fourth Year***First Semester*

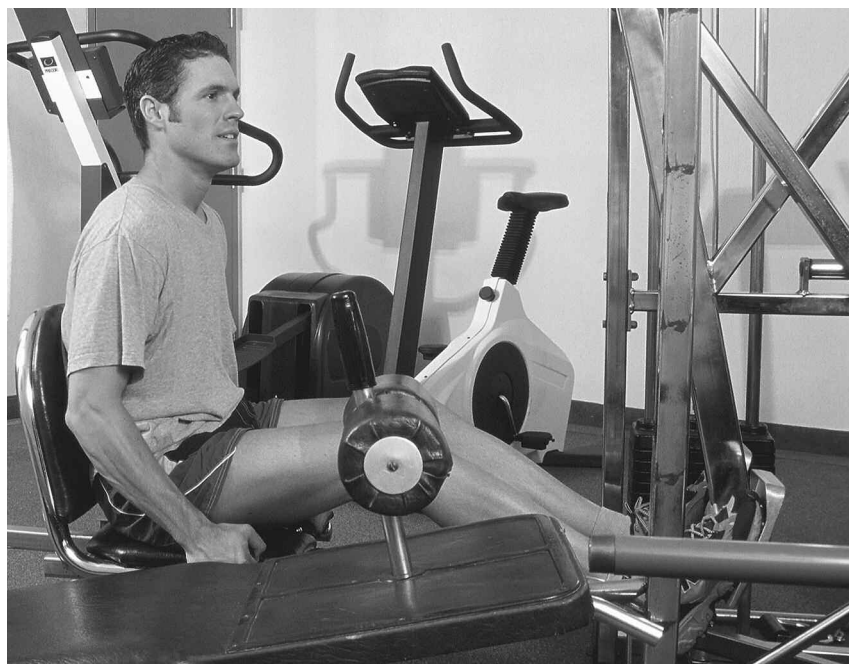
|                         |          |
|-------------------------|----------|
| Sports Science Elective | 3        |
| Sports Science 163      | 3        |
| Sports Science Elective | 3        |
| Sports Science 194      | 3        |
| Electives               | 6        |
|                         | <hr/> 18 |

*Second Semester*

|                         |          |
|-------------------------|----------|
| Sports Science 148      | 3        |
| Sports Science 164      | 3        |
| Health Science Elective | 3        |
| Sports Science 190      | 3        |
| Health Science Elective | 3        |
|                         | <hr/> 15 |

## B.S./M.S. Program in Athletic Training and Sports Sciences

The Division of Sports Sciences offers a dual B.S./M.S. degree in Athletic Training and Sports Sciences. Through the 158-credit Athletic Training Education Program (ATEP) students prepare to take the Board of Certification (BOC) exam to enter the field as a Certified Athletic Trainer (ATC). One of few such programs offered in the United States, it is accredited by the Commission on Accreditation of Allied



Health Education Programs (CAAHEP). Our program at Long Island University provides the entry-level students not only with the learning experiences within the classroom setting, but also with an enriching array of professional field experiences.

The curriculum is divided into two phases, a two-year Pre-Professional phase and a three-year Professional phase. The program provides both academic and field-based learning experiences, with enriching opportunities for students to work side-by-side with highly experienced Certified Athletic Trainers, dedicated to the education of the athletic training student. The Division's state-of-the-art laboratory facilities also allow students the opportunity to gain significant experience in all areas of clinical practice. Individualized instruction, a defining element of the program is provided by experienced faculty, clinical instructors, advanced teaching fellows and a mentorship program that promotes further sharing of knowledge experience.

Students entering without a baccalaureate or associate degree are required to complete the full five years of study; students holding a previous degree are required to complete three years of study, providing there are adequate liberal arts and sciences for the baccalaureate degree awarded in the program. The expanded three-year professional phase allows for the following advantages: the ability to take more advanced courses, increased time to interact and train with mentors, and the opportunity to integrate a variety of clinical experiences. At the end of the professional phase of the program, the athletic training student will receive

a combined Bachelor of Science/Master of Science degree. The B.S./M.S. degree prepares the student for the National Athletic Trainers Association Board of Certification (NATABOC) examination for certification as an athletic trainer.

**Program Goals**

To prepare student to pass BOC examination for Athletic Trainers through required GPA and competency/proficiency evaluation minimum

To offer field/clinical experiences in appropriate settings that provide adequate exposure to required clinical education experiences

To provide network opportunities for possible future employment  
Accreditation

The program is registered with the New York State Education Department and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

**Academic Standards**

The courses offered during the professional phase must be taken in the required sequence. Grades below a C are not acceptable in prerequisite courses or in professional phase courses. Once accepted into the program, a cumulative professional grade point average of at least 2.50 on a scale of 4.00 scale must be maintained each semester. During the final year, a cumulative grade point average of 3.00 must be maintained. Students must also meet standards of professional behavior with faculty and peers.

Please see the Athletic Training Student Handbook for more information, available from the ATEP offices and online at [www.brooklyn.liu.edu/athletic-training](http://www.brooklyn.liu.edu/athletic-training).

### Application Policies and Procedures

High school graduates may apply as Pre-Athletic Training candidates. This simplified application process is based on academic performance, i.e., a high school average of 80 percent.

### Pre-Athletic Training Candidacy

Pre-Athletic Training candidates attend the Brooklyn Campus on a part- or full-time basis, completing their courses in the Pre-Professional Phase of the program. The students have at least two years to explore their career choice, complete the required athletic training volunteer experience, demonstrate their academic ability, and complete their pre-requisite work. At the end of their Pre-Professional course of study, students apply for progression into the Professional Phase of the program. Admission to the Professional Phase is both competitive and selective. A limited number of students will be admitted annually. Enrollment in the Pre-Professional Phase and meeting minimum application criteria does not by itself guarantee entrance into the Professional Phase of the ATEP.

### Application to the Professional Phase

All Pre-Athletic Training candidates, other Long Island University students, and transfer applicants seeking admission to the program's professional phase must present the following:

1. A cumulative college grade point average of at least 2.75 on a 4.00 scale.
2. Satisfactory completion of all prerequisite work.
3. Official transcripts from all colleges and universities attended. Grades more than ten years old cannot be accepted.
4. Two letters of recommendation from individuals involved in the field of athletic training.
5. Submission of completed Long Island University Athletic Training and Sports Sciences Application.
6. A minimum of eighty (80) hours of volunteer experience under the supervision of a Certified Athletic Trainer is required.
7. A successful demonstration of clinical proficiencies from pre-requisite courses (Pass/Fail with 1 retest).
8. Criteria that meet the technical standards of the program (see below).

### Transfer Student Policy

Students from other colleges and universities who satisfy the pre-athletic training candidacy requirements may apply for admission to the Professional Phase of the B.S./M.S. degree program.

Please refer to the Athletic Training Student Handbook for specific transfer policies and procedures. The Handbook is available on-line and in ATEP offices.

### Technical Standards for the Athletic Educational Training Program

The Athletic Training Educational Program (ATEP) at Long Island University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATEP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Please refer to the Athletic Training Student Handbook regarding the ability to meet the Technical Standards.

### Student Health Records

Students must annually present a completed Long Island University Health Examination Form. This includes the requirement of providing proof of immunization, including HBV.

Please refer to the Athletic Training Student Handbook for the specific details, including cost, as well as the form.

### Required Course Work

Long Island University students are required to complete all the prerequisite Liberal Arts and Sciences core and Health Professions courses listed below:

#### PRE-PROFESSIONAL PHASE - YEAR 1

|                                                     |           |
|-----------------------------------------------------|-----------|
| <i>Fall Semester</i>                                |           |
| History 1                                           | 3         |
| English 16                                          | 3         |
| Speech 3                                            | 3         |
| Biology 3                                           | 4         |
| Sports Science/Physical Education activity elective | 1         |
| Orientation Seminar 1                               | 1         |
|                                                     | <u>15</u> |

|                        |           |
|------------------------|-----------|
| <i>Spring Semester</i> |           |
| History 2              | 3         |
| Core Seminar 50        | 3         |
| Chemistry 3x           | 4         |
| Biology 4              | 4         |
| Physical Education 47  | 2         |
|                        | <u>16</u> |

#### PRE-PROFESSIONAL PHASE - YEAR 2

|                                                           |           |
|-----------------------------------------------------------|-----------|
| <i>Fall Semester</i>                                      |           |
| Chemistry 4x                                              | 4         |
| Biology 131                                               | 4         |
| Sports Sciences 143                                       |           |
| Responding to Emergencies in Sports and Physical Activity | 3         |
| Sports Sciences 142                                       |           |
| Basic Principles in Athletic Training                     | 3         |
| Philosophy 61                                             | 3         |
|                                                           | <u>17</u> |

|                                         |           |
|-----------------------------------------|-----------|
| <i>Spring Semester</i>                  |           |
| Math 15                                 | 4         |
| Biology 132                             | 3         |
| Sports Sciences 146                     |           |
| Principles and Philosophy of Coaching I | 3         |
| Philosophy 62                           | 3         |
| English Literature 61-64                | 3         |
|                                         | <u>16</u> |

Registration in Mathematics and English courses is dependent upon performance in placement examinations. If additional courses are required, the Pre-Professional Phase will be extended.

#### PROFESSIONAL PHASE - YEAR 3

|                                                                 |           |
|-----------------------------------------------------------------|-----------|
| <i>Fall Semester</i>                                            |           |
| Physics 20                                                      | 4         |
| Psychology 3                                                    | 3         |
| Sports Sciences 172:                                            |           |
| Advanced Athletic Training I                                    | 3         |
| Sports Sciences 151: Kinesiology                                | 3         |
| Social Science Core elective (Eco 1, 2; Pol 11; Soc 3; Ant 4,5) | 3         |
|                                                                 | <u>16</u> |

|                                                            |           |
|------------------------------------------------------------|-----------|
| <i>Spring Semester</i>                                     |           |
| English Literature 61-64                                   | 3         |
| Sports Sciences 150: Motor Learning                        | 3         |
| Sports Sciences 173:                                       |           |
| Advanced Athletic Training II                              | 3         |
| Sports Sciences 152:                                       |           |
| Exercise Physiology                                        | 3         |
| Sports Sciences 165: Field Experience in Athletic Training | 3         |
|                                                            | <u>15</u> |

|                                   |          |
|-----------------------------------|----------|
| <i>Summer Semester</i>            |          |
| Math 100: Introductory Statistics | 3        |
|                                   | <u>3</u> |

*PROFESSIONAL PHASE - YEAR 4**Fall Semester*

|                                    |           |
|------------------------------------|-----------|
| Sports Sciences 154:               |           |
| Adapted Physical Education I       | 3         |
| Sports Sciences 156: Evaluation    |           |
| in Health/Fitness/Motor Behavior   | 3         |
| Health Science 501:                |           |
| Exercise Physiology*               | 3         |
| Health Science 577:                |           |
| Therapeutic Modalities in Athletic |           |
| Training*                          | 3         |
| Health Science 660:                |           |
| Clinical Experience I in Athletic  |           |
| Training*                          | 3         |
|                                    | <u>15</u> |

*Spring Semester*

|                                        |           |
|----------------------------------------|-----------|
| Sports Sciences 148: Nutritional       |           |
| Aspects of Fitness and Sport           | 3         |
| Sports Sciences 190: Neuroscience      | 3         |
| Sports Sciences 180: Sports Psychology | 3         |
| Health Sciences 576: Therapeutic       |           |
| Exercise in Athletic Training*         | 3         |
| Health Science 661: Clinical           |           |
| Experience II in Athletic Training*    | 3         |
|                                        | <u>15</u> |

*PROFESSIONAL PHASE - YEAR 5**Fall Semester*

|                                     |           |
|-------------------------------------|-----------|
| Health Science 570:                 |           |
| Nutrition and Athletic Performance* | 3         |
| Health Science 709:                 |           |
| Clinical Experience III in Athletic |           |
| Training*                           | 3         |
| Health Science 710: Administration  |           |
| of Athletic Training Programs*      | 3         |
| Health Science 603:                 |           |
| Individual Problems*                | 3         |
| Health Science 700:                 |           |
| Research Themes and Methods*        | 3         |
|                                     | <u>15</u> |

*Spring Semester*

|                                      |           |
|--------------------------------------|-----------|
| Health Science 715:                  |           |
| Exercise Prescription*               | 3         |
| Health Science 718:                  |           |
| Pharmacology in Sports Medicine*     | 3         |
| Health Science 655: Human Pathology  |           |
| and Illness in Sports*               | 3         |
| Health Science 601: Advanced         |           |
| Analysis of Human Motion*            |           |
| and Biomechanics                     | 3         |
| Health Science 721: Seminar: Current |           |
| Issues in Athletic Training*         | 3         |
|                                      | <u>15</u> |

\* Please refer to the graduate bulletin for course descriptions in Health Science.

# SCHOOL OF NURSING

The School of Nursing offers a program leading to a Bachelor of Science degree with a major in Nursing. The program's mission is to:

- provide a teaching and learning environment for quality nursing education for students from diverse, multi-cultural backgrounds
- assist students in enhancing their critical thinking and problem solving skills to adapt to an ever-changing professional environment
- provide the opportunity for students to learn to practice in the political, social and economic environment which currently affects the quality and availability of health care for clients, particularly those in the inner city
- provide competent registered professional nurses for multicultural client populations
- provide students with the advocacy skills necessary to empower clients to improve the quality and availability of their health care
- assist students to share cultural insights to enrich their personal and professional lives
- instill a love and respect for life-long learning



The program builds on the application of liberal arts and sciences to the study of nursing to prepare the graduate to practice nursing in a variety of settings. Three primary areas of care are stressed: health promotion, care of the acutely ill and long-term care of the chronically ill. The focus of each takes students from experiences in the hospital to the community. Graduates of the program are eligible to take the examination for licensure as Registered Professional Nurses in New York State.

Registered Professional Nurses who have earned a diploma or associate degree at other institutions may apply credits toward completion of the Bachelor of Science degree through the R.N.-B.S. Connection Program.

The School of Nursing also offers the following graduate programs: (1) a Master of Science degree and a post-Master's Certificate Program preparing either adult, family or gerontological nurse practitioners and (2) a Master of Science degree for nurse executives in nursing and health-care management and an Advanced Certificate in Nursing Education.

An accelerated 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.

## NURSING

Professors Emeriti Siegel, Michelsen, Vanderveer  
 Associate Professor Emerita Williams  
 Professors Kilts (Dean), L'Eplattenier, Levine-Brill  
 Associate Professor Emerita Williams  
 Associate Professors Carr, Dato, Dropkin, Given, Ireland, Sanderson-Marcoux (Associate Dean)  
 Assistant Professors Adams, Bryant, Dubal, Ea, Haines, Harvell, Kontzamanis, Leinung, Ma, Marsala-Cervasio, Peterson, Reynolds, Vigano, Zelski  
 Adjunct Faculty: 45  
 Associate Dean Susanne Flower

The program, leading to a Bachelor of Science degree with a major in Nursing, is accredited by the Commission on Collegiate Nursing Education. It is designed to prepare the student to develop the competencies essential for beginning professional nursing practice and to build a foundation for graduate study. Upon completion of the program the graduate will be able to

1. Provide culturally competent ethical nursing care aimed at promoting and maintaining health in individuals across the lifespan with a variety of spiritual, physical, and psychological needs.
2. Pursue knowledge and integrate current technological resources and research for the improvement of health care.
3. Practice within the caring framework and legal parameters of the nursing profession.
4. Assume a leadership role in planning, managing and monitoring health care to improve client outcomes in a variety of structured and unstructured settings.
5. Collaborate with other healthcare professions in the development and evaluation of traditional and complementary care delivery systems.
6. Acknowledge pluralism, ethnic, and cultural diversity as essential values and communicate these values throughout the healthcare community.
7. Advocate for equitable healthcare for all.

The program is planned 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.

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 average for all prerequisite science courses (as delineated in the nursing program description below). Must be in good academic standing at all schools attended.

Students who do not meet these requirements may be accepted as prenursing (PNU) majors. After two semesters of full-time college work, students designated as PNU may have their status changed to NUR.

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.

Transfer students receive a transfer evaluation of their previous college courses and receive transfer credit for courses with grade C or better representing equivalent preparation to courses at LIU.

Because we are interested in student success, we require that before beginning the professional phase of the program, students satisfy all proficiency requirements, complete all prerequisite courses, achieve a minimum average score of 70 on the HESI A2 Vocabulary, Grammar, Reading Comprehension, and Math sections, and 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:

- a. Health form with all required information such as titers value, PPD, or results of chest X-ray, urine analysis, hepatitis status or declination.
- b. Results of drug screening
- c. Results of criminal background check
- d. Current CPR

- e. Evidence/documentation of medical insurance coverage
- f. Attended orientation
- g. Completed OSHA mandates
- h. Possible fit testing with payment

The Director of Academic Advisement can provide further information.

Students already enrolled at the Brooklyn Campus who wish to enter the Nursing program must submit a Request for a Change of Major at least one semester prior to the semester they wish to enter Nursing.

Continued enrollment in Nursing courses is contingent upon the following:

1. Maintaining at least a 2.5 overall average
2. Maintaining a minimum Nursing grade-point average of 2.5
3. Earning a grade of C+ or better in each Nursing course
4. Repeating no more than one Nursing course
5. Earning a B or better in any repeated Nursing course
6. Completing all corequisite courses
7. Fulfilling all clinical clearance requirements prior to the beginning of each clinical Nursing Course.
8. Attending a mandatory hospital-orientation program each semester
9. Demonstrating competency in drug-dosage calculation during specified semesters
10. Demonstrating competency in the clinical laboratory courses
11. Passing both lecture and clinical portions of courses with a laboratory section

In addition to the course of study, students are required to complete 100 hours of Community Service.

Nursing courses taken in baccalaureate programs at other institutions will be reviewed by the Dean or a designee. Appropriate academic credit may then be assigned.

Grades of C or better are required for all transfer credits. All advanced standing credit is provisional until the student has completed a minimum of 32 credits with a grade point average of at least 2.75.

All students taking a Nursing course with a clinical/laboratory component are required to have health insurance and to have satisfactory yearly physical examination reports. The completed health form and the Health Clearance Certificate must be submitted to the Laboratory Resource Director in the School of Nursing by August 1 for the

Fall semester and by December 1 for the Spring semester. It is the responsibility of students to obtain specific laboratory tests (e.g., nose and throat cultures, serological immunizations) at their own expense. Students are strongly advised to be vaccinated against hepatitis B. Failure to submit the aforementioned reports within the specific time limit automatically denies admittance of students to Nursing courses with clinical components.

In compliance with the U.S. Public Health Service requirements, it is recommended that pregnant students not enroll in the Microbiology or Human Anatomy courses or engage in clinical practice where there are clients with infectious diseases unless first receiving written permission from their health care providers.

In addition, all students are required to have a 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.

Professional and testing fees are charged for Nursing 250, 260, 350, and 360 levels. Students must fulfill all nonacademic requirements (tuition, fees, library obligations, etc.). See p. 12.

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.

## Generic Program (For Generic Students)

### Proficiency Mathematics Courses and the English Department Writing Program

Entering freshmen must take the Brooklyn Campus placement examinations in mathematics and English. Entry into or exemption from mathematics and English depends on the results of these placement examinations. See p. 19, Testing Center.

Cr.

### Required Non-Core Pre-professional

|                              |    |
|------------------------------|----|
| Orientation Seminar          | 1  |
| Core Curriculum              | 36 |
| Core Seminar 50              | 3  |
| English 16                   | 3  |
| 6 credits from English 61-64 | 6  |

|                                 |   |
|---------------------------------|---|
| Speech 3                        | 3 |
| Philosophy 61, 62               | 6 |
| History 1, 2,                   | 6 |
| Psychology 3 and Sociology 3 or |   |
| Anthropology 4 or 5             | 6 |
| Mathematics 16                  | 3 |

### School of Nursing Requirements

|                                                                                                  |    |
|--------------------------------------------------------------------------------------------------|----|
| Nursing 250, 251, 252, 253, 254, 260, 261, 262, 263, 350, 351, 352, 353, 360, 361, 365, 370, 399 | 62 |
|--------------------------------------------------------------------------------------------------|----|

### Distribution

|                             |    |
|-----------------------------|----|
| Biology 4, Biology 131, 132 | 11 |
|-----------------------------|----|

### Ancillary Requirements

|                                                                                                                    |    |
|--------------------------------------------------------------------------------------------------------------------|----|
| Biology 101, Chemistry 3x, 4x, Mathematics 100 or Psychology 150, Psychology 107 plus 108 or TAL 250 or equivalent | 18 |
|--------------------------------------------------------------------------------------------------------------------|----|

### Course of Study Preprofessional phase

The first two years of study will be determined by the individual student's placement and by advisement.

(A student's program of study may be lengthened to the extent the student is placed in proficiency mathematics and the English Department Writing Program. See p. 25.)

### Third Year

#### First Semester (Level One)

|                   |    |
|-------------------|----|
| Nursing 250, 250L | 6  |
| Nursing 251       | 2  |
| Nursing 252, 252L | 2  |
| Nursing 253       | 3  |
| Nursing 254       | 3  |
|                   | 16 |

#### Second Semester (Level Two)

|                    |    |
|--------------------|----|
| Nursing 260, 260 L | 8  |
| Nursing 261        | 2  |
| Nursing 262, 262L  | 2  |
| Nursing 263        | 3  |
|                    | 15 |

### Fourth Year

#### First Semester (Level Three)

|                   |    |
|-------------------|----|
| Nursing 350, 350L | 3  |
| Nursing 351, 351L | 6  |
| Nursing 352, 352L | 3  |
| Nursing 353       | 3  |
|                   | 15 |

#### Second Semester (Level Four)

|                    |    |
|--------------------|----|
| Nursing 360, 360L* | 6  |
| Nursing 361, 361L  | 6  |
| Nursing 365        | 2  |
| Nursing 370        | 3  |
| Nursing 399        | 0  |
|                    | 17 |

All students must complete 100 hours of community service as a requirement for graduation.

\*Requires students to be available to do a 120-hour mentorship at discretion of mentor's availability.

## R.N./B.S. Connection Program (For Registered Nurses)

Registered nurses may qualify for admission to the baccalaureate degree program by meeting the following criteria:

1. Possessing current R.N. licensure
2. Being a graduate from an accredited Nursing Program
3. Demonstrated evidence of clinical competency
4. A minimum of 2.75 cumulative grade-point average from previous academic studies

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.

A student's program may be lengthened to the extent the student is placed in proficiency mathematics and the English Department Writing Program.

**Program of Study for Registered Nurses Who Do Not Possess an Associate Degree in Nursing**

|                                                                  |     |
|------------------------------------------------------------------|-----|
| <b>Core, Humanities and Electives</b>                            | Cr. |
| Speech 3                                                         | 3   |
| English 16                                                       | 3   |
| Core Seminar 50                                                  | 3   |
| English 61-64                                                    | 6   |
| Philosophy 61 and 62                                             | 6   |
| History 1, 2                                                     | 6   |
| Psychology 3, Psychology 107                                     |     |
| Psychology 108 or TAL 250 or equivalent                          | 9   |
| Sociology 3 or Anthropology 4 or 5                               | 3   |
| Electives                                                        | 6   |
| <b>School of Nursing Requirements</b>                            |     |
| CGFNS or NLN Mobility                                            |     |
| Challenge Examinations                                           | 31  |
| Nursing 270, 272, 272L, 353, 365, 370, 380, 381, 381L, 382, 382L | 31  |
| <b>Distribution</b>                                              |     |
| Biology 101, 131, 132                                            | 10  |
| <b>Other Science and Mathematics</b>                             |     |
| Chemistry 3x, Mathematics 16, Elective                           | 11  |
| <b>Ancillary Requirements</b>                                    |     |
| Mathematics 100 or Psychology 150                                | 3   |
| Elective                                                         | 3   |
| Proficiency in Computers                                         | 0-1 |

**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 the Associate Degree must present satisfactory transfer credits for requisite Brooklyn Campus courses. Otherwise, all requisite courses must be completed at the Brooklyn Campus.

|                                                                      |    |
|----------------------------------------------------------------------|----|
| <b>School of Nursing Requirements</b>                                |    |
| Nursing credits transferred from Associate Degree in Nursing         | 31 |
| Nursing 270, 272, 272L, 353, 365, 370, 380, 381, 381L, 382, elective | 31 |

**B.S./M.S. Accelerated Program for Adult Nurse Practitioners and Nurse Executives**

The Bachelor of Science/Master of Science Program is designed for registered nurses with associate degrees in nursing who wish to fulfill their career goals by combining the baccalaureate and master's of science degree in nursing. The program is a 159-credit program that leads to one of two tracks: 1) a B.S./M.S. Adult Nurse Practitioner Program and 2) a B.S./M.S. Nurse Executive and Health Care Management Program.

**Criteria for Eligibility**

- Candidates for either track must
1. be a Registered Nurse with an Associate Degree in Nursing
2. be licensed in the United States
3. have a minimum grade point average of 3.0 in science and nursing courses
4. have a minimum of two years of clinical experience
5. present three letters of reference
6. complete a satisfactory personal interview

**Program Model for Nurse Practitioner Program**

All core, humanities, distribution, science and mathematics, and ancillary requirements are the same as those for the R.N./B.S. Program.

**Undergraduate Nursing Requirements**

|                                                              |           |
|--------------------------------------------------------------|-----------|
| Nursing credits transferred from Associate Degree in Nursing | 31        |
| Required baccalaureate courses                               | 20        |
| Nursing 270                                                  | 3         |
| Nursing 272                                                  | 3         |
| Nursing 370                                                  | 2         |
| Nursing 380                                                  | 3         |
| Nursing 381/381L                                             | 6         |
| Nursing 382/382L                                             | 3         |
|                                                              | <u>51</u> |

**Graduate Component Shared by Both Programs**

|             |           |
|-------------|-----------|
| Nursing 610 | 3         |
| Nursing 611 | 3         |
| Nursing 620 | 3         |
| Nursing 670 | 2         |
|             | <u>11</u> |

**Graduate Component**

|             |   |
|-------------|---|
| Nursing 612 | 3 |
| Nursing 614 | 2 |
| Nursing 630 | 2 |
| Nursing 634 | 3 |
| Nursing 644 | 4 |

|             |           |
|-------------|-----------|
| Nursing 650 | 4         |
| Nursing 654 | 5         |
| Nursing 660 | 4         |
| Nursing 664 | 5         |
|             | <u>32</u> |

**Required Clinical Practicum Hours** 600

**Program Model for Nurse Executive and Health Care Management Program**

All core, humanities, distribution, science and mathematics, and ancillary requirements are the same as those for the R.N./B.S. Program.

**Undergraduate Nursing Requirements**

|                                                              |           |
|--------------------------------------------------------------|-----------|
| Nursing credits transferred from Associate Degree in Nursing | 31        |
| Nursing 272                                                  | 3         |
| Nursing 270                                                  | 3         |
| Nursing 382, 382L                                            | 3         |
| Nursing 370                                                  | 2         |
| Nursing 380                                                  | 3         |
| Nursing 381, 381L                                            | 6         |
| Nursing 382/382L                                             | 3         |
|                                                              | <u>51</u> |

**Graduate Component Shared by Both Programs**

|             |           |
|-------------|-----------|
| Nursing 610 | 3         |
| Nursing 620 | 3         |
| Nursing 668 | 3         |
| Nursing 670 | 2         |
|             | <u>11</u> |

**Graduate Component**

|                |           |
|----------------|-----------|
| Nursing 672    | 3         |
| Nursing 673    | 3         |
| Nursing 680    | 5         |
| Nursing 682    | 2         |
| Nursing 684    | 5         |
| Nursing 686    | 2         |
| MPA 613        | 3         |
| GBA 512        | 3         |
| GBA 517        | 3         |
| Management 722 | 3         |
|                | <u>32</u> |

**Total Internship Hours** 420

# ARNOLD & MARIE SCHWARTZ COLLEGE OF PHARMACY AND HEALTH SCIENCES

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, available upon request from the Office of Admissions; (718) 488-1011.



## 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 preprofessional 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 and an extramural sixth year of 30 weeks of clerkships that students complete in hospital, community and other pharmacy practice settings. The professional program is accredited by the Accreditation Council for Pharmacy Education (ACPE), 311 West Superior Street, Suite 512, Chicago, IL, 60610-3537, (312) 664-3575; FAX (312) 664-4652; [www.acpe-accredit.org](http://www.acpe-accredit.org). It provides the specialized education necessary to develop expertise in the ever-broadening field of pharmacy and prepares the student for professional licensure examinations.

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 203 academic credits. Matriculants must maintain a cumulative and a professional phase grade point average of at least 2.0 to remain in good academic standing. The preprofessional pharmacy curriculum consists of the following areas:

### Preprofessional Studies (Four Semesters)

|                       |          |
|-----------------------|----------|
| <i>First Semester</i> |          |
| Chemistry 3           | 4        |
| Biology 3             | 4        |
| English 16*           | 3        |
| Mathematics 30**      | 4        |
| Orientation Seminar 1 | 1        |
|                       | <hr/> 16 |

|                        |          |
|------------------------|----------|
| <i>Second Semester</i> |          |
| Chemistry 4            | 4        |
| Biology 4              | 4        |
| Core Seminar 50        | 3        |
| Mathematics 40         | 4        |
| Speech 3               | 3        |
|                        | <hr/> 18 |

|                                |          |
|--------------------------------|----------|
| <i>Third Semester</i>          |          |
| Chemistry 121                  | 4        |
| Physics 27                     | 4        |
| English 61-64 ***              | 3        |
| History 1 or Philosophy 61**** | 3        |
| Psychology 3                   | 3        |
| Pharmacy Orientation Seminar 1 | 1        |
|                                | <hr/> 18 |

|                                |          |
|--------------------------------|----------|
| <i>Fourth Semester</i>         |          |
| Chemistry 122                  | 4        |
| Biology 131                    | 4        |
| Economics 1                    | 3        |
| English 61-64 ***              | 3        |
| History 2 or Philosophy 62**** | 3        |
|                                | <hr/> 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 faculty of the College of Pharmacy strongly encourages Pharmacy students to complete the Philosophy 61 and 62 sequence.

### Professional Studies

All professional courses must be taken in residence. There is no transfer credit for any professional-level course.

|                                                |           |
|------------------------------------------------|-----------|
| <i>Doctor of Pharmacy degree program:</i>      |           |
| Core Courses                                   | 94        |
| Pharmacy Clerkships and Professional Electives | 40        |
|                                                | <hr/> 134 |

## GLOBAL COLLEGE (formerly Friends World Program)

Global College of Long Island University, administered and located 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 during their college years 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 become a study abroad student, as many have done from schools all over the country, including Long Island University. LIU students may also study in Australia during the Spring semester.



**Global College** of Long Island University, administered and located at Long Island University's Brooklyn Campus, is a unique global education program combining experiential and service learning with traditional classroom studies. The program is designed for students who desire an international experience during their college years 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 study abroad at one of the overseas learning centers.

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. These regional learning centers are located in:

- Hangzhou, China
- Heredia, Costa Rica
- Kyoto, Japan
- Bangalore, India
- Durban, South Africa

A part of Global College, the Comparative Religion and Culture Program, takes students to Turkey, India, Thailand and Taiwan. Serving as the Global College's "traveling center," it enables students to engage in intensive study of the teachings, texts and prac-

tices 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 year-long 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 study in China or India for their sophomore year. In their junior year, students study in Japan and South Africa or on the traveling Comparative Religion and Culture program. All seniors complete an Independent study semester in the fall and the spring Capstone Semester at Long Island University's Brooklyn Campus.

Transfer and study abroad students enter the program directly into a course of study in the overseas center, depend-

ing on acceptable credits.

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.

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## Study Abroad for Non-Global College Students

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Semester or Academic Year Study Abroad



Although Global College is primarily a four-year global studies program, students from other U.S. universities are heartily encouraged to study, investigate, explore and learn at any of the GC centers for a semester or academic year. Each year about 25% of students at Global College come from other colleges and universities and earn Global College/Long Island University credit by studying abroad. GC 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-GC 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. Assessment at Global College is provided in the form of narrative evaluations, not letter grades. Non-GC students may request that they receive a letter grade in each course.

#### Summer Study Abroad – Costa Rica in July

Beginning in summer 2007, Global College will offer a six-credit four-week summer programs in Heredia, Costa Rica. In July, students take a Spanish language course for 3 credits and a Peace and Reconciliation course for 3 credits. Matriculated GC and non-GC students may participate in this short-term program. Contact GC Admissions for more details.

A detailed catalog and enrollment information are available upon request from the Global College Office of Admissions: (718) 488-3409 or by e-mail: [globalcollege@liu.edu](mailto:globalcollege@liu.edu) or <http://www.liu.edu/globalcollege>

## Global College Course Descriptions

### COSTA RICA CENTER

#### Fall 2007 and Spring 2008 Courses

Latin America and Global Issues (3 credits)  
 Latin American Studies (3 credits)  
 Cross Cultural Research Methods (3 credits)  
 Field Work Methods (3 credits)  
 Spanish Language (3-4 credits)

Writing and Portfolio Construction (3 credits)  
 Directed Independent Study (1-3 credits)  
 Living Latin American Culture (1-2 credits)

#### Elective Spring 2008 Courses (subject to change)

Holistic Health as a Cultural Lens (3 credits)  
 Global Environmental Issues and Latin America (3 credits)  
 Peace Studies and Conflict Resolution (3 credits)

#### Latin America and Global Issues Offered Fall

The goal of this required area studies seminar is to introduce students to the history of the region, examine current social, economic, political and environmental issues facing Latin America, explore different responses to these issues, and assess in what ways these regional issues are local manifestations of issues that are global in scope. The seminar focuses on the historical background of the region, particularly on Costa Rica and Nicaragua, and an introduction to the region's major issues. The seminar covers the historic roots of the area (indigenous societies, colonization, neocolonialism, neoliberalism) and the current regional economic, political, and social reality. A two-week trip to Nicaragua allows students to gain firsthand experience with some of these issues, giving them a more specific, thorough and intimate perspective. Contact hours: 45 (27 in classroom work and 18 in the field). Faculty: Felipe Montoya. Three credits.

#### Latin American Studies Offered Spring

The goal of this required area studies seminar is to introduce students to both the history and the current social climate of Latin America. The seminar addresses South America, focusing on Ecuador and Costa Rica, and examines in more depth indigenous peoples and the concepts of globalization, sustainable development and peace and conflict transformation both through experiences and readings. A two-week trip to Ecuador allows students to have firsthand experience of these issues. Three weeks of the course focus on guided independent fieldwork during which students work with their advisers to pursue a more specialized independent study anywhere in the region. Contact hours: 45 (27 in classroom work and 18 in the field). Faculty:

Felipe Montoya. Three credits.

#### Freshman Seminar: Cross Cultural Research Methods

Offered Fall

This required seminar combines fieldwork with class discussions in three main subjects: the Global College approach to education, the process of cross-cultural understanding and adaptation, and an introduction to fundamental approaches to fieldwork in the humanities and social sciences. Participants discuss, based on their own experiences and a selected set of pertinent readings, how learning takes place within GC, how interactions with another culture pose new relationships and challenges in the learning process, and how different types of fieldwork can be applied in order to enhance their learning. Students integrate their experiences in field trips, fieldwork exercises, personal journeys, and daily activities into this seminar. Contact hours: 45 (27 in classroom work and 18 in the field). Faculty: Emilio Vargas and Shanti Vidya. Three credits.

#### Freshman Seminar: Field Work Methods

Offered Spring

This required seminar emphasizes the application of cross-cultural methods when pursuing independent studies. Students and coordinators identify and discuss the subjects of study and the methodological approaches. Students design their fieldwork, apply different methods according to their specific needs and the nature of the subject, and discuss in class the practical and theoretical issues that arise while doing field work in experiential education. Coordinators and guest speakers present and discuss their own fieldwork experiences, stressing an integrative thinking approach. Contact hours: 45 (27 in classroom work and 18 in the field). Faculty: Emilio Vargas and Shanti Vidya. Three credits.

#### Writing and Portfolio Construction

Offered Fall and Spring

This required seminar has two main goals: to improve students' writing skills and to help students develop their ability to use a variety of approaches to documenting their learning, including the use of electronic learning portfolios. This course helps students develop their academic writing skills, including doing library and electronic research, developing and organizing ideas, using and integrating different sources, improving writing mechanics, correctly citing bibliographic references, providing

support for arguments, and assessing and editing their own and their peers' work. This is a hands-on seminar where students also have the opportunity to explore different ways of writing (descriptive, analytical, argumentative, narrative, research paper, creative writing, personal opinion, reflection, etc.) and participate in regular peer editing workshops as part of the seminar. This course helps students explore different approaches to documenting their learning in a portfolio and provides students with the basic tools necessary to begin to construct their own electronic portfolio that they develop throughout their four years of study and beyond. Contact hours: 45.  
Faculty: Sarah Moran. Three credits.

**NOTE:** All students must take a Spanish language course each semester at the level that is appropriate for them.

#### **Beginner Spanish Language** Offered Fall and Spring

The goal of the required Beginning Spanish Language course, taking grammatical structure and practice into account, is to provide the instruments that allow students to obtain a basic level of communication and comprehension that will allow them to interact in the new culture. Students move from basic verb conjugation to short and guided outside practices. The content of this course is also linked to other courses (global issues, cross cultural education, etc.) through vocabulary lists, visits, structured conversation and written assignments. In addition to contact hours, there are activities outside the classroom to practice oral and written Spanish such as living with a local family, excursions, and language lab work. Contact hours: 6 hours per week for 10 weeks.  
Faculty: Lorena Vargas, Guiselle Román, Yóbeth Cabalceta. Four credits.

#### **Intermediate Spanish Language** Offered Fall and Spring

This required course is designed to further develop students' Spanish language skills. In addition to a review of basic grammatical structures and the introduction of more complex structures, students refine their skills through reading, discussion and analysis of cultural topics, personal experiences, and historic and cultural events. Students have ample opportunity for focused listening and oral expression both within and outside the classroom. Writing is developed as a

communicative endeavor, as a way to observe, record and interact with the surrounding environment. The content of this course is linked to the other courses in the curriculum (e.g. Latin America and Global Issues, Cross-Cultural Education, etc.) through vocabulary lists, visits, structured conversation and written assignments.  
Contact hours: 6 hours per week for 10 weeks.  
Faculty: Lorena Vargas, Guiselle Román, Yóbeth Cabalceta. Four credits.

#### **Advanced Spanish Language** Offered Fall and Spring

This course is required for students with an advanced level of fluency in Spanish and is tailored to the individual student's needs and interests. Students work directly with their professor in designing the content and length of the course. At this level, students work on advanced grammar, Spanish composition or Latin American literature depending on their focus and interests.  
Contact hours: 3 hours per week for 10 weeks.  
Faculty: Lorena Vargas, Guiselle Román, Yóbeth Cabalceta. Two credits.

#### **Spanish Language Independent Study** Offered Fall and Spring

Students with an advanced level of Spanish may also do independent studies in language areas such as reading and writing, Latin American Literature, advanced grammar studies, among other subjects. Students are expected to hand in a paper of at least six pages in order to earn credit.  
Contact hours: 15.  
Faculty: Lorena Vargas, Guiselle Román, Yóbeth Cabalceta. One credit.

#### **Directed Independent Study** Offered Fall and Spring

Each semester at the Costa Rica Center, students have individual flexibility in conducting a Directed Independent Study with guidance from their Faculty Adviser. There may also be opportunities for Independent Study Projects (2-4 credits), Service Learning Projects (2-4 credits) and/or Internships (2-4 credits). Three credits.

#### **Living Latin American Culture** Offered Fall and Spring

In this optional course, students participate in a variety of cultural activities and reflect upon the significance of these

activities within a Latin American context. Selected readings by Latin American writers and discussions about the texts complement the cultural activities. Students document their learning from the readings and the activities, as part of their semester portfolio. One to two credits.

#### **Holistic Health as a Cultural Lens** Offered Spring

This elective seminar provides a basic understanding of different holistic healing approaches used in the region. Basic theories of holistic health are reviewed. Emphasis is given to the study of tropical medicinal plants as well as indigenous ways of healing (medicine men, rituals, shamanism). Holistic healing and allopathic medicine, two approaches that are traditionally opponents, are studied in the context of current integrative experiences in Latin America. During a two-week fieldtrip to Ecuador, students visit indigenous communities and participate in integrated health projects. Three credits.

#### **Global Environmental Issues and Latin America** Offered Spring

This elective seminar addresses the planet's environmental situation in the Latin American context. Participants learn how Latin America is being affected by the most pressing environmental global issues, their impact on the planet, and the main regional policies and actions to respond to these issues, including indigenous people's strategies. Global indicators of climate change, pollution, loss of habitat and cultural diversity, extinction of species, water scarcity, desertification, invasive species, and other subjects are covered with the participation of local experts and environmental leaders in Costa Rica and Ecuador. A three-day fieldtrip in Costa Rica is complemented with a two-week educational trip in Ecuador. Three credits.

#### **Peace Studies and Conflict Resolution** Offered Spring

This elective seminar explores the most important conflicts humanity is faced with and the different non-violent ways in which they can be or have been approached. Students learn how these conflicts manifest themselves in Latin America and different ways of solving them. The conflicts analyzed include ethnic and racial issues, political and military violence, natural resource depletion, and domestic violence. Three credits.

## CHINA CENTER

A typical schedule might look like this:

### Fall 2007 semester

Area Studies (4 credits)  
Mandarin Chinese Language (3 credits)  
Directed Independent Study (3 credits)  
Writing Workshop (3 credits)  
Theory, Culture and Representation  
(3 credits)

### Spring 2008 semester

Area Studies (4 credits)  
Mandarin Chinese Language (3 credits)  
Directed Independent Study (3 credits)  
Elective Course (3 credits)  
Elective Course (3 credits)

### Chinese Culture and Society

Offered Fall and Spring

This elective course introduces students to the learning environment surrounding Hangzhou through a cultivated geographic survey. Situated in the richest part of the Yangtze Delta and along the 2000-year-old Grand Canal, this region has been both China's most dynamic zone of economic development and a cultural hub since before Marco Polo's visit here in the 13th century. The course is designed around fieldtrips to Suzhou, Xitang, Zhouzhuang, Wuzhen, the four best preserved water-towns of the nation, and Longmen and Zhugecun, two villages of architectural significance, as well as some of Hangzhou's best known historical sites. Each one-day trip is accompanied by assigned readings and classroom discussion, with the purpose of seeing how cultural heritage is redesigned and promoted in the framework of international tourism and how traditional norms are transformed by the market economy. Three credits.

### Modern Chinese History

Offered Fall

The required area studies course surveys modern Chinese history and the origins of nationalism. Students explore how China transformed from the insular "Central Kingdom" to an influential member of the world community and a dynamic force in the world economy in little more than one century. The course concentrates on recent Chinese history and the relationship between China and the West, including the collapse of the imperial system under Western intellectual influences and military pressure, the

national movements in the wake of foreign invasions, and communist rule following the Second World War. The course includes weekly local excursions and an extended fieldtrip to Beijing. Four credits.

### Chinese Ethnic Minorities

Offered Spring

This required area studies course introduces students to the 55 official minority nationalities of China and their integration and development in the last fifty years, including the colonial and assimilative forces of the Han majority. The focus is on issues such as education, tourism, and government policies that cause the 'loss' of traditional minority cultures yet also provide greater avenues for investment in local ethnic culture through economic development and connections with the outside world. In addition, the course explores the complex sociopolitical interrelationships between ethnic minorities, the Chinese nation and the globe. There is a fieldtrip to the minority areas of Yunnan culminating in homestays in Tibetan Shangri-la. Four credits.

### Introduction to Traditional Chinese Medicine

Offered Fall and Spring

This elective course is an introduction to the philosophy, culture, history and practices of Traditional Chinese Medicine (TCM) through lectures, readings, fieldtrips, and independent student research. Emphasis is placed on the philosophical foundations of TCM, the TCM view of the body in health and illness and the practice of the various branches of TCM in modern China. Three credits.

### Beginner Mandarin Chinese Language

Offered Fall and Spring

The required course instructs students beginning in Mandarin Chinese, with a focus on oral communication skills. The course relies mostly on the Pinyin Romanization system for instruction, although reading and writing Chinese characters is also introduced. Students learn the grammar, syntax and vocabulary necessary to communicate in Chinese and to function independently in China. Classroom sessions are supplemented occasionally with language fieldtrips in Hangzhou in order to encourage interactive language acquisition and to take full advantage of the surrounding language environment. Three credits.

### Intermediate Mandarin Chinese Language

Offered Fall and Spring

The Intermediate Mandarin Chinese language course is designed for students who already have some Chinese language skills (at least one semester) and want to acquire a fuller range of linguistic competencies, including proficiency in reading and writing Chinese, and the oral linguistic ability necessary to complete a sophisticated research project in China. Three credits.

### Chinese Nationalism

Offered Fall and Spring

This elective course tackles concerns about the growing current of Chinese nationalism and its potential impact on Asian and world political maps. Global College students, together with Chinese graduate students, have the opportunity to discuss in a forum the problems in Sino-Japanese relations, cross-strait relations between mainland China and Taiwan, the Tibet question, and relations between the Han and Chinese ethnic minorities. Fieldtrips include excursions to Nanjing or Yiwu, sites of tragic historical events that occurred during the Japanese occupation of China. Two credits.

### Chinese Arts

Offered Fall and Spring

This elective course introduces students to the rudimentary skills of Chinese calligraphy and traditional Chinese painting. Two credits.

### Taiji

Offered Fall and Spring

This elective course introduces students to the traditional Chinese longevity exercise of Yang style taijiquan, a soft-style Chinese martial art. Fall semester students learn the long form with forty-two movements. Spring semester students learn the short form with twenty-four movements, which is the Chinese national standard form. Two credits.

### Sophomore Seminar: Theory, Culture, and Representation

Offered Fall

This required sophomore seminar emphasizes the application of theory and practice to the cultural field. Specific attention is paid to the role of the observer in representing the "other," and the inherent power dynamics of these relationships. Weekly readings are the

basis for discussion of theory situated in culturally relevant issues. Students are encouraged to reflect critically on how the issues discussed in class relate to their fieldwork experiences, taking into account their own culturally specific gaze in the observation process. In addition to attendance at class discussions, students are required to complete a number of fieldwork exercises with a reflection paper assessing each experience, and a final report summarizing the academic outcomes. Students are also required to present a report in class on one of the fieldwork exercises during the semester. Contact Hours: 40 classroom hours, 5 hours of individual advising for fieldwork exercises. Three credits.

#### **Writing Workshop** Offered Fall and Spring

The writing workshop is linked to the Area Studies courses and is a requirement for all students. The purpose of this workshop is to aid students in improving their knowledge of modes of writing as well as to develop their critical thinking and writing skills. Students learn how to develop and support a convincing argument using formal writing. Problems in style, structure, grammar and citation conventions are the primary concern. This course takes the form of a weekly writing workshop, during which students read and provide constructive criticism of each other's writing, using assignments from the Area Studies courses. This course is designed to facilitate students working on papers for Area Studies courses from early in the semester and to assist students with feedback from a professional writing instructor and peers throughout the semester and during the writing week at the end of the semester. Three credits.

#### **Directed Independent Study** Offered Fall and Spring

Each semester at the China Center, students have individual flexibility in conducting a Directed Independent Study with guidance from their Faculty Adviser. There may also be opportunities for Independent Study Projects (2-4 credits), Service Learning Projects (2-4 credits) and/or Internships (2-4 credits). Three credits.

## **India Center**

A typical schedule might look like this:

#### **Fall 2007 semester**

Area Studies (4 credits)  
Hindi Language (3 credits)  
Directed Independent Study (3 credits)  
Writing Workshop (3 credits)  
Theory, Culture and Representation (3 credits)

#### **Spring 2008 semester**

Area Studies (4 credits)  
Hindi Language (3 credits)  
Directed Independent Study (3 credits)  
Elective Course (3 credits)  
Elective Course (3 credits)

#### **South Asian Perspectives** Offered Fall

This required area studies course approaches South Asian culture and history from a multidisciplinary perspective. The course consists of classroom sessions complemented by visits to local institutions and organizations. During these visits students not only have the opportunity to interact with the individuals from the region, they also experience firsthand how South India and its people are affected by globalization at many different levels of society. In addition to local visits, the course includes a fieldtrip with a focus on the changing economies of rural India, e-governance, public service utilities, and development issues at the rural level. Four credits.

#### **Global Migration and Refugee Studies** Offered Spring

This required area studies course explores the causes and consequences of human mobility. It covers areas of political, historical, environmental, lifestyle and cultural issues that are linked with forced migration and refugees. The course is tailored to help students understand human mobility in the South Asian context as well as of their home country and ancestral lineage. The discussion-based course is comprised of lectures, films, fieldtrips and projects. Four credits.

#### **Global Health and Healing Traditions** Offered Fall and Spring

This elective course introduces students to South Asian concepts of health, healing and well-being. Central to this conceptual framework is the deep-rooted

connection between the self, the earth and its beings, and the universe. From within this framework students explore the basic philosophies of complex major healing systems and indigenous and folk healing traditions. Students learn through organized seminars, lectures by guest speakers, fieldtrips, applied activities and independent projects. Three credits.

#### **Indian Culture and Society** Offered Fall and Spring

This elective field-based course emphasizes experiential interaction with the local community and is complemented by relevant texts. Students examine 10 out of 20 predetermined individual activities. They reflect on these activities through discussions and response papers that contain descriptive narration, analytical and reflective prose, and references to the accompanying texts. Three credits.

#### **Beginner Hindi Language** Offered Fall and Spring

This required course focuses on three dimensions of the Hindi language: syntax, morphology, and phonology. The learner is exposed to linguistically and culturally authentic material which is utilized both within and outside of the classroom. In addition to regular classes at the Center, guided activity sessions spread over longer periods allow the students to practice their language skills while interacting with native speakers. Three credits.

#### **Intermediate Hindi Language** Offered Fall and Spring

This required course, for students with prior study in Hindi language, is designed to further develop students' Hindi language skills. In addition to a review of basic grammatical structures and vocabulary, students refine their Hindi skills through readings, as well as oral and written exercises, enabling them to get better integrated into their new sociocultural surroundings. Three credits.

#### **Introduction to Photography** Offered Fall and Spring

This elective course is intended for students of all levels of experience who are interested in working with the medium of photography. Emphasis is placed on personal vision, modes of seeing, composition and the use of photography as a form of artistic expression. The course

focuses on Indian rural landscape and using human and animal elements to show the texture and play of light. Students are encouraged to explore Bangalore and other areas of India while completing their projects. Contact hours: 45. Faculty: Sridhar Murthy, Ph.D. Three credits.

### **Yoga**

Offered Fall and Spring

This elective course touches on the basic, underlying principles of each of the four main streams of yoga: Bhakti, Jnana, Raja, Karma. Along with learning and practicing the fundamentals of breathing, stretching, and Asana routines, students learn the history and philosophy surrounding this ancient practice. This course is taught by a qualified yoga teacher and is open to all levels of expertise. Three credits.

### **Sophomore Seminar: Theory, Culture, and Representation**

Offered Fall and Spring

This required sophomore seminar emphasizes the application of theory and practice to the cultural field. Specific attention is paid to the role of the observer in representing the “other,” and the inherent power dynamics of these relationships. Weekly readings are the basis for discussion of theory situated in culturally relevant issues. Students are encouraged to reflect critically on how the issues discussed in class relate to their fieldwork experiences, taking into account their own culturally specific gaze in the observation process. In addition to attendance at class discussions, students are required to complete a number of fieldwork exercises with a reflection paper assessing each experience, and a final report summarizing the academic outcomes. Students are also required to present a report in class on one of the fieldwork exercises during the semester. Contact Hours: 40 classroom hours, 5 hours of individual advising for fieldwork exercises. Three credits.

### **Writing Workshop**

Offered Fall and Spring

The writing workshop is linked to the Area Studies courses and is a requirement for all new students. The purpose of this workshop is to aid students in improving their knowledge of modes of writing as well as to develop their critical thinking and writing skills. Students learn how to develop and support a convincing argument using formal writing.

Problems in style, structure, grammar and citation conventions are the primary focus. This course takes the form of a weekly writing workshop, during which students read and provide constructive criticism of each other's writing, using assignments from the Area Studies courses. This course is designed to facilitate students working on papers for Area Studies courses from early in the semester and to assist students with feedback from a professional writing instructor and peers throughout the semester and during the writing week at the end of the semester. Three credits.

### **Directed Independent Study**

Offered Fall and Spring

Each semester at the India Center, students have individual flexibility in conducting a Directed Independent Study with guidance from their Faculty Adviser. There may also be opportunities for Independent Study Projects (2-4 credits), Service Learning Projects (2-4 credits) and/or Internships (2-4 credits). Three credits.

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## **Japan Center**

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Students study in Japan for one semester; a typical schedule looks like:

Area Studies (3 credits)  
Japanese Language (4-5 credits)  
Digital Literacy (3 credits)  
Writing Workshop (3 credits)  
Junior Seminar (3 credits)  
or  
Directed Independent Study (3 credits)

### **Survival Japanese**

Offered Fall and Spring

This is a required course for both beginners and “false” beginners. Classes meet five days per week, three hours per class, for a period of two weeks. This course introduces students to the basic vocabulary and structures that allow for immediate dialogue in daily conversational situations such as shopping, introducing oneself and others, counting, telling time, asking for, giving and getting directions and the like. In addition, it provides students with the fundamental linguistic patterns upon which to base the grammatical skills that they continue to learn in their subsequent language classes. This course is taught using a variety of teaching techniques to keep motivation at a peak. Quizzes and homework

are given regularly so that students may acquire conversational skills rapidly. Two credits.

### **Japanese Language**

Offered Fall and Spring

This intensive required course of study suited to the student's level in Japanese language encompasses the four main areas of language learning: speaking, hearing, reading and writing. The text, “Yookoso,” is used to provide students with a background in conversational Japanese. Homework and written tests are given on a regular basis. Classes meet three times per week for two hours per class for a period of 10 weeks. It is expected that students complete at least two hours of outside language study for every class hour. Contact hours: 60. Three to four credits.

### **East Asian Studies**

Offered Fall and Spring

This required area studies course is a general introduction to some of the many aspects of Japanese culture. In addition to the cultural component, students are also introduced to Japanese society, history and politics. Students participate in an extensive array of seminars, lectures, workshops and demonstrations within and outside the Japan Center, in addition to fieldtrips to historic sights and artisan's workshops, which are supplemented by readings to orient them to the region. Students are expected to research the course topics further in order to obtain a clear understanding of the subjects of the seminars. As the term progresses, seminars are designed to focus on the particular interests of the students. Three credits.

### **Junior Seminar: Behind the Mask – Alternative Japan**

Offered Spring

This required junior seminar examines past and present aspects of Japanese demographics and explores the unique history and psychology of the Japanese people. On an island where more than 99% of residents are native Japanese, Japan's homogeneity gives birth to much tension surrounding minority groups. Students study the situations of these groups, including the indigenous Ainu, Burakumin, Okinawan/Ryukyuan, South Americans of Japanese heritage (nikkeijin), as well as the resident Chinese and Korean population (zainichi). By studying the discrimination taking place in Japan, students are able to better grasp

the dynamics of “in-groups” and “out-groups,” while experiencing firsthand the effects that this discrimination can have on the fabric of a society. Students choose specific aspects of modern Japanese culture to explore more deeply in an independent research project. They participate in an array of lectures, seminars, workshops, and demonstrations, and have the opportunity to make field excursions during which they can meet with leading scholars and activists in their respective fields. Three credits.

#### **Junior Research Seminar** Offered Fall

This course provides students with the skills and knowledge necessary to research, organize and write a thesis proposal as well as a fully developed research paper that incorporates multiple primary and secondary resources that students evaluate according to the pyramid of sources and through critical readings. Students also learn to narrow down a general topic into a manageable project, organize it through scheduling, notes and interviews and become familiar with the various ways of citing sources and avoiding plagiarism. This course is a prerequisite for the Independent Study Semester. Three credits.

#### **Digital Literacy** Offered Fall and Spring

Digital Literacy is a hands-on, experiential elective course designed to help students support their other learning. Students use peer-to-peer (P2P) internet technology, such as weblogs (blogs), wikis, social networking and aggregation tools, to document their learning process, construct an archive of discourse, and build a personal learning network with people from all over the world. In the process of network immersion and through communicating with other internet users and reflecting on the online trail of discussion, students can take in multiple perspectives and see patterns in their thinking and behavior, shed light on blind spots in their learning, and increase their self-awareness. Aside from running a blog, students learn computer networking skills to cultivate a personal learning community and to access resources relevant to their studies. Along the way, students also learn how to use open source Web publishing, RSS, and aggregation software; make podcasts and vidcasts, as well as employ various social networking tools and strategies. Three credits.

#### **Writing Workshop** Offered Fall and Spring

This required workshop is conducted on both a one-to-one basis with students and their faculty advisers, as well as in a workshop with student peers. The written material for the course consists of response, position and research papers that students write for other Japan Center seminars. A variety of writing styles and perspectives is explored; this is the raw material for individualized writing study and criticism. Three credits.

#### **Introduction to Classic Japanese Cinema** Offered Fall

This elective course serves as a general introduction to classic Japanese cinema during its peak years. The course begins with Yasujiro Ozu's 1934 silent feature “Floating Weeds” and concludes with Kon Ichikawa's 1964 “Tokyo Olympiad.” In between, students view film classics such as “Rashomon” by Akira Kurosawa, “Ugetsu” by Kenji Mizoguchi, among other complete films and selected excerpts. In the process students should expect to grasp the essentials of Japanese aesthetics through the medium of artistic cinematic narrative. Film showings are supplemented with selected readings including source texts. Students are evaluated on a combination of writing assignments (position papers, précis, film reviews, short explications) and class participation. Three credits.

#### **Creative Writing Workshop** Offered Fall and Spring

In this elective workshop, all participants read their assignments to the group and give critical feedback to all the members. Writing exercises are geared toward improving character development, plot movement and sensory description, primarily in the context of short story writing. In-depth assignments are completed outside of class and are critiqued through a peer review process before being revised. Experimenting with different writing styles and techniques and developing a “voice” as an author is encouraged. Three credits.

#### **Teaching English as a Second Language** Offered Fall and Spring

This elective is a practical course exploring various methods and techniques of teaching English as a Second Language. Through demonstrations, peer teaching and examination of current teaching

materials, students are encouraged to develop a personal approach to teaching English through examination of their own language learning and teaching experiences. All students are required to intern as language teachers to refine their own teaching techniques. In addition to classroom visits and supplementary readings, students keep a teaching journal as a basis for reflecting upon, analyzing and documenting their teaching experiences. Three credits.

#### **Japanese Literature** Offered Fall and Spring

This is a guided, but independent, course in contemporary Japanese literature from the Meiji period forward. Short stories are selected from anthologies such as “Modern Japanese Literature,” edited by Donald Keene, “Contemporary Japanese Literature,” edited by Howard Hibbet and “Modern Japanese Stories,” edited by Ivan Morris. Novels are selected by the student from a list including novels by Yasunari Kawabata, Kenzaburo Oe, (Japan's two Nobel Prize winners for literature), Kobo Abe, and Yukio Mishima, among others. Three credits.

#### **Directed Independent Study** Offered Fall and Spring

In the fall semester at the Japan Center, students have individual flexibility in conducting a Directed Independent Study with guidance from their Faculty Adviser. There may also be opportunities for Independent Study Projects (2-4 credits), Service Learning Projects (2-4 credits) and/or Internships (2-4 credits). Three credits.

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## **South Africa Center**

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Students study in South Africa for one semester; a typical schedule looks like:

#### **Spring 2008 schedule**

Area Studies (4 credits)  
Zulu Language: isiZulu (3 credits)  
Directed Independent Study (3 credits)  
Writing Workshop (3 credits)  
Junior Seminar (3 credits)

#### **South African Area Studies** Offered Fall and Spring

South Africa, a country that has undergone a miraculous metamorphosis from apartheid state to rainbow nation, has

transformed itself from a global pariah into a global role model. Yet South Africa is still far from the ideal of a multicultural society. The government faces the daunting task of integrating a society divided by several hundred years of white domination and forty-five years of apartheid ideology. A milestone on the way to the new national consciousness was the Truth and Reconciliation Commission, which had the mandate to uncover the crimes of apartheid and let these crimes be publicly confessed with the aim of forgiveness. This move towards reconciliation and the embracing of cultural heterogeneity have had a positive effect on South Africa's position in Africa and the global economy. These issues are explored in this required course. Four credits.

**South African Culture and Society**  
Offered Fall and Spring

This elective, field-based course emphasizes experiential interaction with the local community and is complemented by relevant texts. Students examine 10 out of 20 predetermined individual activities. They reflect on these activities through discussions and response papers that contain descriptive narration, analytical and reflective prose, and references to the accompanying texts. Three credits.

**Zulu Language: isiZulu**  
Offered Fall and Spring

This required course is based on both classroom sessions and guided, activity-centered learning. While the basics of grammar and vocabulary, syntax and simple conversation are features of this course, the emphasis is on oral communication. Three credits.

**Writing Workshop**  
Offered Fall and Spring

This required workshop is conducted on both a one-to-one basis with students and their faculty advisers, as well as in a workshop with student peers. The written material for the course consists of response, position and research papers that students write for other South Africa Center seminars. A variety of writing styles and perspectives is explored; this is the raw material for individualized writing study and criticism. Three credits.

**Junior Research Seminar**  
Offered Fall and Spring

This required course provides students with the skills and knowledge necessary to research, organize and write a thesis proposal as well as a fully developed research paper that incorporates multiple primary and secondary resources that students evaluate according to the pyramid of sources and through critical readings. Students also learn to narrow down a general topic into a manageable project, organize it through scheduling, notes and interviews, and become familiar with the various ways of citing sources and avoiding plagiarism. This course is a prerequisite for the Independent Study Semester. Three credits.

**Directed Independent Study**  
Offered Fall and Spring

Each semester at the South Africa Center, students have individual flexibility in conducting a Directed Independent Study with guidance from their Faculty Adviser. There may also be opportunities for Independent Study Projects (2-4 credits), Service Learning Projects (2-4 credits) and/or Internships (2-4 credits). Three credits.

## Comparative Religion & Culture

**Fall 2007 Courses**

Comparison: Theory and Method (4 credits)  
Religions and Modernity in Taiwan (4 credits)  
Culture and Society of Taiwan (4 credits)  
Religions and Modernity in Thailand (4 credits)

**Spring 2008 Courses**

Comparison: Practice and Critique (4 credits)  
Religions and Modernity in India (4 credits)  
History and Society of India (4 credits)  
Religions and Modernity in Turkey (4 credits)

**Comparison: Theory and Method**  
Offered Fall and Spring

This required course is a philosophical and practical introduction to comparative and cross-cultural study in a globalizing world. Students are introduced to theoretical and practical "tools" with which to begin learning about others' –

and their own – ways of making sense of the world. Yet, comparison is not a neutral act. The person who compares necessarily reduces the reality of the things compared, but also adds to their reality with the product of that comparison. What are we looking for when we compare? How might we recognize "it"? Students develop answers to these questions through seminar discussion of readings drawn from such fields as neuroscience, cultural anthropology, philosophy of religion, and social criticism. In addition, students are introduced to basic skills in field research design. Learning is documented through short response papers to readings, presentation and critique of field research, and a final essay identifying and extending key insights from the semester. Four credits.

**Religions and Modernity in Taiwan**  
Offered Fall and Spring

This required course is an introduction to religion in the Republic of China (principally Confucianism, Daoism, Buddhism, and popular religion). Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the use of Confucian ritual in civil religion, the internationalization of Buddhist monastic and lay organizations, efforts to revive Daoist institutions, and the regular appearance of new religious movements. Four credits.

**Culture and Society of Taiwan**  
Offered Fall and Spring

This required course is an introduction to the Republic of China and its peoples. Topics considered include the idea of Chinese identity in domestic and international politics; the self and its relations to others; and cultural tradition and innovation. Four credits.

**Religions and Modernity in Thailand**  
Offered Fall and Spring

This required course is an introduction to religions in Thailand, mainly Theravada Buddhism and popular animism. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the engagement of the sangha in health and environmental issues, vipassana as spiritual and touristic practice, and the coexistence of spirit worship, Buddhist devotion, and consumerism. Four credits.

### **Comparison: Practice and Critique** Offered Spring

This spring-semester required course is a companion to "Comparison: Theory and Method." How can we track the process of comparing, and what might we do to make our comparisons better, in a variety of senses? This seminar course helps students extend the ethnographic and philosophic skills learned in "Comparison: Theory and Method," and to begin constructing their own account of comparative/cross-cultural understanding. Students may expect to grow in their ability to: 1) analyze arguments and situations to identify their salient features, 2) synthesize their prior knowledge and skills to creatively engage new arguments and situations, and 3) evaluate their learning in a comparative perspective, critically identifying the motives, values, and interests that distinctively enable and/or limit their vision of things. Four credits.

### **Religions and Modernity in India** Offered Fall and Spring

This required course is an introduction to religions in India, especially Hinduisms, Islam, and Dalit religions. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include India's distinctive experiment in multi-religious "secularism," and the globalization of bhakti movements. Four credits.

### **History and Society of India** Offered Fall and Spring

This required course is an introduction to the Republic of India and its peoples. Topics considered will include arguments over Indian identity in domestic and international politics; the self and its relations to others; cultural tradition and innovation. Four credits.

### **Religions and Modernity in Turkey** Offered Fall and Spring

This required course is an introduction to religions in Turkey, principally Sunni Islam and Alevism. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the role(s) of women in the modern Turkish Republic, Islamism and secularism, and Turkish candidacy for membership in the European Union. Four credits.

## **New York City Center**

Students study in New York City for one semester; a typical schedule looks like:

### **Spring 2008 schedule**

Senior Capstone Project (2 credits)  
Senior Career Seminar (2 credits)  
Senior Thesis Seminar (3 credits)  
Cross-Cultural Understanding in a Globalizing World (3 credits)  
Elective (3 credits)  
Elective (3 credits)

### **Senior Capstone Project** Offered Fall and Spring

The Capstone Project enables students to gain firsthand experience in applying the learning of the previous years in a domestic setting for the benefit of a wider community. Students engage in a semester-long internship or service-learning project in the metropolitan New York area. The internship or project may be linked to issues being pursued in a student's Senior Thesis, and may also reflect a career interest. For example, a student interested in cross-cultural education, and considering teaching as a career, might intern with a New York City school or educational support program in a culturally diverse school district. Students produce a short portfolio that documents the application of previous learning, experience and knowledge to the new setting, and evaluates the results. In support of the internship or project, students participate in a seminar on the idea and experience of work in a time of economic and social globalization. Contact Hours: 30. Faculty: Kathleen Modrowski. Two credits.

### **Senior Career Seminar** Offered Fall and Spring

During the in-class seminar students discuss what determines the quality of a life dominated by work and their expectations upon entering the working world. Readings, guest speakers and field visits aim at broadening their theoretical knowledge work and productivity. Specifically designed workshops assist students to evaluate their own skills, explore their goals, and put intentions into action. They look at various career paths and internship possibilities; gain a realistic view of the skills they need, hone skills in résumé writing, interviewing, networking, identifying resources, and more. Contact Hours: 30. Faculty: Kathleen Modrowski. Two credits.

### **Senior Thesis Seminar** Offered Fall and Spring

The Senior Thesis presents its author's considered reflection on an issue of his or her choosing. The issue may be linked to work carried out in the Independent Study Semester, the capstone seminar "Cross-Cultural Understanding in a Globalizing World," or the Capstone Project. The senior thesis is each student's individual work, however, all students take part in a thesis-writing workshop. Here, students help one another to raise their understanding of their subject to a new level, and to articulate it with greater clarity. The thesis should emphasize attainment of a more comprehensive and more critical grasp of the student's chosen subject, especially by demonstrating cross-cultural perspectives on, and/or interdisciplinary ways of working with, the relevant information and issues. Contact Hours: 45. Faculty: Andrew Irvine. Three credits.

### **Cross-Cultural Understanding in a Globalizing World** Offered Fall and Spring

The goal of this course is to engage each student afresh in examining the mission of Global College and its context. Particular attention is given to the intellectual history of cosmopolitanism ("world citizenship") in the West, and contemporary debates. Issues considered in the course may include: cultural relativism/cultural universalism; interpreting the cross-cultural experience; creative knowing; ethical implications of learning and living in a community. The course follows a seminar format. Students are expected to read diligently, reflect honestly, and enter the discussion thoughtfully, drawing on their own cross-cultural experience. A research essay is due at the end of the course, on a topic defined in consultation with the instructor. Contact Hours: 45. Faculty: Andrew Irvine. Three credits.

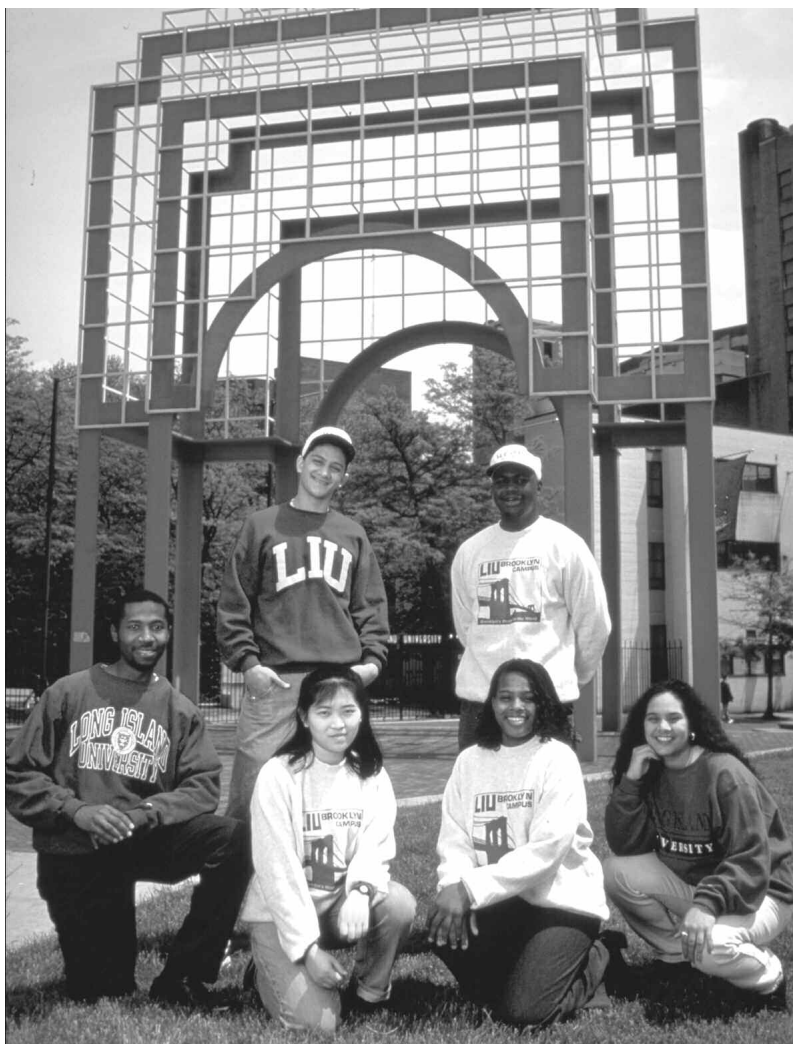
### **New York "City as Text"** Offered Fall and Spring

This is an optional field-based course in which students examine the art, culture, history and critical issues of urban America through readings, lectures, field visits and service learning. Through service learning students have the opportunity to focus on their area of interest. This course is a collaborative venture with students helping to design the places of study and the activities. Contact Hours: 45. Faculty: Kathleen Modrowski. Three credits.

## COURSE DESCRIPTIONS

For year courses listed together and separated by a hyphen, e.g., Biology 3-4, the first half is a prerequisite for the second, and no credit is given for one semester only.

Courses numbered above 500 are on the graduate level but are open to qualified seniors who have the permission of the Chair of the Department and of the Undergraduate Dean. See Graduate Bulletin for course descriptions and applicable credits. Undergraduate students cannot take the 500-level courses in the School of Business unless they have been admitted into a graduate program.



## Accounting, Taxation and Law

### Accounting 101 Principles of Accounting I

Offered every semester

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. Three credits. (45 CPE credits)

### Accounting 102 Principles of Accounting II

*Prerequisite:* Accounting 101  
Offered every semester

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. Three credits. (45 CPE credits)

### Accounting 120 Not-for-Profit/ Governmental Accounting

*Prerequisites:* Accounting 101, 102  
Offered on occasion

A study of budgeting, planning and reporting for nonprofit organizations, government agencies, hospitals and educational institutions. Fund accounting principles are covered. Three credits. (45 CPE credits)

### Accounting 121 Intermediate Accounting I

*Prerequisites:* Accounting 101, 102  
Offered every semester

An in-depth study of concepts of financial accounting and income determination; analysis of current accounting theory. Three credits. (45 CPE credits)

### Accounting 122 Intermediate Accounting II

*Prerequisites:* Accounting 121, Finance 101  
Offered every Spring

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. Three credits. (45 CPE credits)

### Accounting 129 Accounting Information Systems

*Prerequisite:* Accounting 101, 102  
Offered every semester

A study of the principles of computerized accounting, databases, and the way information flows through accounting systems. This course develops an understanding of accounting information, information technology, operational support and internal control. Three credits.. (45 CPE credits)

### Accounting 131 Management Accounting

*Prerequisite:* Accounting 122  
Offered every other semester

A study of the principles of cost accounting in relation to managerial usage. Job order cost systems are developed, and direct costing, relevant costing, profit planning and budgeting are considered. Students will learn to relate these topics to real world businesses. Three credits. (45 CPE credits)

### Accounting 132 Management Accounting

*Prerequisite:* Accounting 131  
Offered on occasion

In this course students learn more about managerial costing needs and processes through the development of process and standard cost systems. Problems of joint product costing, performance measurement, and capital budgeting are considered. Three credits. (45 CPE credits)

### Accounting 138 Advanced Accounting

*Prerequisite:* Accounting 122  
Offered every other semester

A study of consolidated financial statements, international accounting, partnerships, governmental accounting, bankruptcy, and other advanced topics. Three credits. (45 CPE credits)

### Accounting 142 Auditing

*Prerequisite:* Accounting 138  
Offered every other semester

This course provides an introduction to auditing, including basic concepts, techniques, and audit applications. The course covers a review of standards and

procedures currently used by independent public accountants in examining financial statements and their applications in report preparation. The ethical concepts and requirements of the profession are reviewed together with an overview of the legal responsibilities of audit professionals. Three credits. (45 CPE credits)

### Accounting 145 Federal Income Tax

*Prerequisites:* Accounting 101, 102  
Offered every other semester

This course is an introduction to basic federal tax. The application of federal requirements to individual tax returns is considered. The study of tax law will cover topics concerning income recognition, exclusions, property transactions, including capital gains and losses, and tax computations. Three credits. (45 CPE credits)

### Accounting 154 Contemporary Topics in Accounting

*Prerequisite:* Accounting 122  
Offered every other semester

A study of ethics, regulation, emerging issues and other topics relevant to contemporary accounting. Three credits. (45 CPE credits)

### Accounting 155 Accounting and Reporting Practices

*Prerequisite:* Accounting 138  
Offered on occasion

An examination of generally accepted accounting principles and current pronouncements, with emphasis on accounting and reporting practices of business enterprises and proposed solutions to relevant problems. Three credits. (45 CPE credits)

### Accounting 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. Student may be required to write a research paper and take a comprehensive examination (or both) in addition to all other course requirements. One to three credits.

### **Accounting 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, a student must have upper junior or senior status; 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences; a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject; the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honor Study is the maximum allowed. Three credits.

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## **Anthropology**

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(See Sociology/Anthropology.)

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## **Art**

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(See Visual Arts.)

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## **Biochemistry**

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### **Biochemistry 125 Physiology**

*Special Fee:* \$70.00

For course description, see Biology 125. Four credits.

### **Biochemistry 126 Genetics**

*Special Fee:* \$70.00

For course description, see Biology 126. Four credits.

### **Biochemistry 128 The Basis of Cell Function**

*Special Fee:* \$70.00

For course description, see Biology 128. Four credits.

### **Biochemistry 153, 154**

(Same as Chemistry 153, 154)

*Special Fee:* \$70.00 per semester

*Prerequisites:* Chemistry 122, 135, 136

Biochemistry 153 offered every Fall

Biochemistry 154 offered every Spring

An in-depth study of modern biochem-

istry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. Four credits per semester.

### **Biochemistry 160 & 161**

#### **Molecular Biology**

*Special Fee for Biochemistry 160:* \$70.00

For course description, see Biology 160 and Biology 161.

Five credits.

### **Biochemistry 186, 187 Senior Research**

Open only to qualified students with

the permission of the Department

Chair and the faculty research adviser

*Special Fee:* \$70.00 per semester

Laboratory and library research on a special problem, written report required.

Pass/Fail only. Three credits per semester.

### **Biochemistry 195, 196 Honors Study**

Not open to students who have successfully completed Biochemistry 186, 187

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. Three credits per semester.

### **Biochemistry**

#### **504 Bioinorganic Chemistry**

*Prerequisites:* Chemistry 135, 136, 153, 154

Offered on occasion

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

### **Biochemistry 514**

#### **Bioanalytical Chemistry**

*Prerequisites:* Chemistry 113,

Biochemistry/Chemistry 153

Offered on occasion

A practical approach to techniques used for analysis of biological materials and the study of biochemical processes. The

principles of the techniques are discussed in lecture, and practical application of these techniques is performed in the laboratory. Topics include the following: protein separation techniques, enzyme assays and enzyme linked methods for biochemical analysis, techniques for studying protein structure and function with emphasis on data available from the Protein Data Bank, analysis of lipids and carbohydrates, analysis of bioactive molecules and their metabolites. Two lecture hours. Four laboratory hours. Four credits.

### **Biochemistry 531 Neurochemistry**

(Same as Biology 531, Chemistry 531)

*Prerequisite:* At least one semester of Biochemistry

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

### **Biochemistry 541**

#### **Special Topics in Biochemistry**

Offered on occasion

The presentation of subjects of special or current interest. These may include the following either individually or in some combination: hormonal regulation of metabolism, metabolic significance of enzyme deficiency, biochemical aspects of nutrition, cancer and carcinogenesis, and HIV and protease inhibitors. Three credits.

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## **Biology**

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### **Biology 1-2 General Biology**

Open only to Science Majors and University Honors Students.

*Special Fee:* \$70.00 per semester

Offered every semester

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 lecture hours, two two-hour laboratory periods per week. Four credits per semester.

**Biology 3-4 Life: Its Origin, Maintenance and Future**  
*Special Fee:* \$70.00 per semester  
 Offered every semester

A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two lecture hours, two two-hour laboratory periods per week. Four credits per semester.

**Biology 22 Biology and Modern Technology**  
 Not open to Science majors  
*Special Fee:* \$70.00  
*Prerequisites:* Physics 20, Chemistry 21  
 Offered every semester

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. One two-hour lecture, one two-hour laboratory per week. Three credits.

**Biology 101 Microbiology**  
 Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
 Offered every semester

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. One two-hour lecture, one two-hour laboratory per week. Three credits.

**Biology 102 Marine Biology**  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4

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 lecture hours, one hour recitation, one three-hour laboratory period per week. Four credits.

**Biology 103 Comparative Anatomy and Evolution of Vertebrates**  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
 Offered on occasion

A study of the fundamentals of taxonomy, evolution, paleobiology and comparative morphology of the vertebrates. Two lecture hours, one four-hour laboratory period per week, museum study. Four credits.

**Biology 104 Human Functional Anatomy**  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or permission of the instructor  
 Offered every Fall

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. Four credits

**Biology 105 Invertebrate Zoology**  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
 Offered every Fall

A study of the morphology, physiology, evolution and ecological relationships of representatives of selected invertebrate phyla. Two lecture hours, one hour recitation, one three-hour laboratory period per week. Four credits.

**Biology 106 Ecology**  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
 Offered on occasion

An examination of the place of humanity in the web of nature—its relationship to the environment and the need for rational co-existence 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 lecture hours, one hour recitation, one three-hour laboratory period per week. Four credits.

**Biology 107 Parasitology**  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
 Offered every Fall

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. Four credits.

**Biology 108 Anatomy and Physiology of the Green Plant**  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
 Offered on occasion

A survey of the phenomena associated with vascular plants. Topics such as growth and differentiation, water relations, mineral nutrition, photo period, flowering and hormone regulation are considered. Descriptive laboratory work as well as experimentation supplements the lecture material. Two lecture hours, two two-hour laboratory periods per week. Four credits.

**Biology 109 Bacteriology**  
*Special Fee:* \$70.00  
*Prerequisites:* Biology 2 or 4 and Chemistry 4  
 Offered every Fall

An introduction to the biology of bacteria, yeasts and molds, with consideration of the principles and practices of bacteriological techniques. Host-parasite relationships and the immune response are also studied. Two lecture hours, two two-hour laboratory periods per week. Four credits.

**Biology 110 Advanced Bacteriology**  
*Special Fee:* \$70.00  
*Prerequisites:* Biology 109 and Chemistry 122  
 Offered on occasion

An advanced course emphasizing metabolism, growth, physiology, immunology and genetics of bacteria and related forms. Two lecture hours, two two-hour laboratory periods per week. Four credits.

**Biology 112 Immunobiology**  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
 Offered every Spring

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 lecture hours, two two-hour laboratory periods per week. Four credits.

**Biology 114 Herpetology**

*Special Fee:* \$70.00

*Prerequisite:* Biology 2 or 4

Offered every other Fall

A study of the anatomy and physiology of amphibians and 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. One visit to the American Museum of Natural History and one into the field. Two lecture hours, one hour recitation, one three-hour laboratory period per week. Four credits.

**Biology 115 Histology**

*Special Fee:* \$70.00

*Prerequisite:* Biology 2 or 4

Offered every Spring

A study of the normal microscopic anatomy of animal tissues, particularly mammals. Two lecture hours, two two-hour laboratory periods per week, collateral reading. Four credits.

**Biology 117 Animal Development**

*Special Fee:* \$70.00

*Prerequisite:* Biology 2 or 4

Offered every Spring

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 and pig and living material of the sea urchin, frog and chick. Two lecture hours, two two-hour laboratory periods per week, collateral reading. Four credits.

**Biology 118 Biology of Animal Behavior**

*Special Fee:* \$70.00

*Prerequisite:* Biology 2 or 4

Offered on occasion

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

lecture hours, two hours recitation per week. Three credits.

**Biology 120 Field Study in Ecology**

*Special Fee:* \$100.00 plus travel fee

*Prerequisite:* Biology 2 or 4 or equivalent

or permission of the instructor

Offered every winter intersession

Each year the ecology of a different part of the world is studied; for example, Florida, Costa Rica, the American South-west 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. Three credits.

**Biology 121 Ornithology**

*Special Fee:* \$70.00

*Prerequisite:* Biology 2 or 4

Offered every Spring

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. Two lecture hours, one four-hour laboratory or field trip per week. Laboratory topics include anatomical studies of bird anatomy and feather structure and computer sessions examining bird song and bird evolution. 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 Bennet Field (Gateway National Recreation Area). Four credits.

**Biology 123 Advanced Field Ecology**

*Special Fee:* \$100.00 plus travel fee

*Prerequisites:* Biology 2 or 4, 106 or 120,

or permission of the instructor

Offered during the summer

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 communi-

ties, 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. Three credits.

**Biology 124 Mammalian Anatomy**

*Special Fee:* \$70.00

*Prerequisite:* Biology 103

Offered on occasion

A study of the functional anatomy and adaptive evolution of mammals designed for the student of biology and for students planning to enter the medical and dental professions. The cat, as a representative mammal, is the subject of a detailed laboratory study. Two lecture hours, one four-hour laboratory period per week, museum and zoo studies, collateral reading and reports. Four credits.

**Biology 125 Physiology**

(Same as Biochemistry 125)

*Special Fee:* \$70.00

*Prerequisites:* Biology 2 or 4 and

Chemistry 4

Offered every Spring

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. Four credits.

**Biology 126 Genetics**

(Same as Biochemistry 126)

*Special Fee:* \$70.00

*Prerequisite:* Biology 2 or 4

Offered every Fall

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. Four credits.

**Biology 128 The Basis of Cell Function**

(Same as Biochemistry 128)

*Special Fee:* \$70.00

*Prerequisite:* Biology 2 or 4

Offered every Spring

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. Four credits.

### **Biology 131 Human Anatomy**

Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors  
*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
Offered every semester

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. Histological and embryological studies are combined with a detailed organ system study of the anatomy of man. Two three-hour laboratory periods per week. Four credits.

### **Biology 132 Human Physiology**

Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors  
*Prerequisites:* Biology 131, Chemistry 4x strongly advised  
Offered every semester

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. Three credits.

### **Biology 136 Biological Techniques**

*Special Fee:* \$70.00  
*Prerequisite:* Biology 2 or 4  
Offered on occasion

A study of fundamental techniques employed in the biological sciences, including the uses of radioisotopes. One lecture hour, two three-hour laboratory periods per week. Four credits.

### **Biology 152 Foundations of Biochemistry**

*Prerequisite:* Chemistry 122  
Offered on occasion

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. Three credits.

### **Biology 160 Molecular Biology Laboratory**

(Same as Biochemistry 160)  
*Special Fee:* \$70.00  
*Prerequisites:* Chemistry 4; Biology 161 recommended  
Offered every Spring

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning, electrophoresis, blotting of nucleic acids, DNA labeling, PCR, and genomic and plasmid DNA isolation, and purification. Two lecture hours, two two-hour laboratory periods per week. Four credits.

### **Biology 161 Introductory Molecular Biology**

*Prerequisites:* Biology 2 or 4, Biology 160 recommended  
*Corequisite:* Chemistry 4  
Offered every Spring

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. Three credits.

### **Biology 193, 194 Honors Research**

*Special Fee:* \$80.00 per semester  
Biology 193 offered every Fall  
Biology 194 offered every Spring

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 Biology 160 and have the permission of the instructor. Biology 193—five credits/10 laboratory hours. Biology 194—six credits/12 laboratory hours.

### **Biology 195, 196 Honors Study**

*Special Fee:* \$70.00 per semester

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.

### **Biology 197, 198 Independent Study**

*Prerequisite:* Permission of the Chair of the Department and the Dean  
One, two, three or four credits per semester.

Biology courses numbered above 500 and listed below may be taken by junior or senior biology majors only, with the permission of the Chair of the Department.

### **Biology 501 Human Sexuality**

Offered on occasion

A biological approach to human sexuality. Includes the development of and the anatomical and functional changes in the reproductive systems. Coitus, fertilization, pregnancy, birth and their hormonal and neurological control; prenatal development; population control; and venereal diseases are discussed. Two hours of lecture per week plus term paper. Three credits.

### **Biology 503 Modern Concepts of Evolution**

*Prerequisite:* An undergraduate major or minor in Biology. A course in genetics is strongly recommended.  
Offered every Fall

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

### **Biology 504 Evolution and Human Development**

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

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

**Biology 508 Biology of Cancer**  
Offered every other Spring

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

**Biology 521 Protozoology**  
*Special Fee:* \$70.00  
*Prerequisites:* General Biology or Zoology and permission of the instructor  
Offered on occasion

The study of the morphology, taxonomy, ecology, physiology and culture of protozoa. Two lectures, four hours laboratory per week. Four credits.

**Biology 531 Neurochemistry**  
(Same as Chemistry 531)

For course description, see Chemistry 531. Three credits.

**Biology 541 Special Topics in Biology**  
Offered on occasion

An examination of subjects of unusual current interest. Two hours of lecture per week plus term paper. Three credits.

**Biology 545 Biophysical Chemistry**  
*Prerequisite:* Chemistry 153  
Offered on occasion  
An introduction to principles and techniques in Physical Chemistry and the application of those fundamentals to studies on biomolecules, including biomembranes, peptides, proteins and DNA. Designed for students who plan to work in chemical or pharmaceutical companies or who plan to do research in the biochemical, biological, biomedical and

chemical sciences. Problem solving. Two hours of lecture and three hours of laboratory per week. Four credits.

**Biology 550 Molecular and Cell Biology**  
*Prerequisite:* Biology 160 or permission of the instructor  
Offered every Fall

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

**Biology 551 Molecular and Cell Biology Laboratory**  
*Special Fee:* \$70.00  
*Corequisite:* Biology 550 or permission of the instructor  
Offered every Fall

Advanced laboratory course in the molecular biology of eukaryotic cells. Laboratory instruction includes eukaryotic cell culture, RNA isolation and analysis, cell fusion and hybridoma technology, DNA-mediated gene transfer, and microcomputer analysis of DNA sequence databases. Two two-hour laboratory sessions per week. Two credits.

**Biology 555 Calcium and Cellular Metabolism**  
*Prerequisites:* Undergraduate or graduate courses in Biochemistry/Molecular Biology or permission of instructor  
Offered every Spring semester

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

**Biology 560 Island Biology**  
*Prerequisites:* General Biology  
Offered every Fall semester

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

## Chemistry

**Chemistry 3x General Chemistry**  
Not open to Division II majors  
*Special Fee:* \$70.00  
Offered every semester

An examination of the fundamental theories of chemistry, with a general application to everyday living. Two lecture hours, one recitation period, three laboratory periods. Four credits.

**Chemistry 4x Introduction to Organic and Biochemistry**  
Not open to Division II majors  
*Special Fee:* \$70.00  
*Prerequisite:* Chemistry 3x  
Offered every semester

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. Four credits.

**Chemistry 3, 4 General and Inorganic Chemistry**  
For Science majors  
*Special Fee:* \$70.00 per semester  
*Prerequisite for Chemistry 4:* Chemistry 3  
*Corequisite for Chemistry 3:* Mathematics 30  
Offered every semester

A modern course in general chemistry, stressing the fundamental principles of atomic and molecular structure, stoichiometry, states of matter, chemical equilibria, rates of reactions, nuclear chemistry, coordination compounds, and an outline of thermodynamics and electrochemistry. Laboratory experiments supplement the lecture material. The second semester also emphasizes descriptive inorganic chemistry and the theory and practice of semi-micro qualitative analysis. Two lecture hours, one recitation period and a three-hour laboratory period. Four credits per semester.

**Chemistry 21****Chemistry and Modern Technology***Special Fee:* \$70.00*Prerequisite:* Physics 20

Offered every semester

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. Three credits.

**Chemistry 113 Quantitative Analysis***Special Fee:* \$70.00*Prerequisite:* Chemistry 4

Offered every Fall

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. Four credits.

**Chemistry 121, 122****Organic Chemistry***Special Fee:* \$70.00 per semester*Prerequisite:* Chemistry 4

Offered every semester

A study of the chemistry of the common classes of organic compounds. Laboratory study includes some preparative work and qualitative organic analysis on a semi-micro scale. Two lecture hours, one quiz period and a three-hour laboratory period. Four credits per semester.

**Chemistry 124****Advanced Organic Chemistry***Special Fee:* \$70.00*Prerequisites:* Chemistry 122 and 135

Offered every Spring

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. Four credits.

**Chemistry 135 Physical Chemistry I**

Open to Chemistry, Biology and Pharmacy majors

*Special Fee:* \$70.00*Prerequisites:* Chemistry 113, 122, Physics 32, Mathematics 40

Offered every Fall

A study of thermodynamics, solution equilibria, chemical kinetics, and electrochemistry and their application to biological systems. Three lecture hours, one three-hour laboratory. Four credits.

**Chemistry 136 Physical Chemistry II**

Open only to Chemistry majors and to qualified students with the permission of the Department Chair.

*Special Fee:* \$70.00*Prerequisites:* Chemistry 135, Mathematics 101

Offered every Spring

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. Four credits.

**Chemistry 153, 154 Biochemistry**

(Same as Biochemistry 153, 154)

*Special Fee:* \$70.00 per semester*Prerequisites:* Chemistry 122, 135, 136

Chemistry 153 offered every Fall

Chemistry 154 offered every Spring

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. Four credits per semester.

**Chemistry 186, 187 Senior Research**

Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser.

*Special Fee:* \$70.00 per semester*Prerequisite:* Chemistry 136

Offered every semester

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Three credits per semester.

**Chemistry 195, 196 Honors Study**

(Not open to students who have successfully completed Chemistry 186, 187)

*Special Fee:* \$70.00 per semester*Prerequisite:* Chemistry 136

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. Three credits per semester.

*Chemistry courses numbered in the 500s are introductory graduate courses and may be taken by qualified undergraduate students in their senior year who have completed a year of undergraduate physical chemistry or with the permission of the Chair of the Department.*

*Those chemistry majors seeking A.C.S. certification must take Chemistry 503 and 525.*

**Chemistry 503****Advanced Inorganic Chemistry**

Offered every Spring

A study of such selected topics in inorganic chemistry as the nature of the chemical bond, acid-base theories, reaction kinetics and mechanisms, coordination chemistry—their theories and structure. Two lecture hours and four laboratory hours. Four credits.

**Chemistry 525****Instrumental Methods of Analysis***Special Fee:* \$70.00

Offered every Fall

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

**Chemistry 531 Neurochemistry**

(Same as Biology 531)

*Prerequisite:* At least one semester of biochemistry

Offered on occasion

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission

and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the post-synaptic cells. There also is discussions on aging and development in the nervous system, drug addictions, and the role of dietary nutrients on nervous system function. Three credits.

**Chemistry 541**  
**Special Topics in Chemistry**  
Offered on occasion

An examination of subjects of unusual current interest. Three hours of lecture including selected demonstrations. Three credits.

**Chemistry 551 Environmental Chemistry**  
Offered on occasion

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

**Chemistry 555 NMR Spectroscopy**  
*Special Fee: \$70.00*  
Offered on occasion

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

**Chemistry 581**  
**Computational Chemistry**  
*Special Fee: \$70.00*  
Offered every other Fall

An investigation into the use of modern mainframe and microcomputers to solve problems in data processing, molecular energetics and molecular structure. The course progresses gradually, beginning

with simple computational problems, such as numerical integration, computer handling of matrices and curve-fitting. The second half of the course is directed to various molecular orbital theories and includes self-consistent field work and ab initio calculations. Hands-on work with the computers enables students to carry out computations in all topic areas. Facility in FORTRAN or BASIC will be helpful, but is not required; enough language to handle I/O files is taught during the course. Three credits.

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## Communication Sciences and Disorders

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**Speech-Language Pathology 100**  
**Culture, Communication and Language I**  
*Prerequisite: Speech 3*  
Offered every semester

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 nature of human linguistic communication; how language influences and is influenced by identity (family/personal, regional and social variation, nationality, ethnicity); the extent to which linguistic behavior varies across speakers and communities; and methods of analyzing linguistic structure at various linguistic levels. This course covers attitudes about language; ways in which language expresses and is influenced by modes of linguistic communication (speech, writing, sign) and culture; differences between human and animal communication; forms of human nonlinear communication. Three credits.

**Speech-Language Pathology 104**  
**Phonetics**  
*Prerequisite: Speech 3, Speech 100*  
Offered every semester

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 socio-linguistics, 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. Four credits.

**Speech-Language Pathology 113**  
**Anatomical and Physiological Bases for Speech and Language I**  
*Prerequisite: Speech 3*  
Offered every semester

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, auditory and neuromotor systems. Three credits.

**Speech-Language Pathology 125**  
**Culture, Communication and Language II**  
*Prerequisites: SLP 100; SLP 104*  
Offered every Spring

This is the second part of a two-semester course sequence designed for students of Communication Sciences and Disorders. Its broad aims are to introduce students to the nature of human linguistic communication; the extent to which linguistic behavior varies across speakers and communities; and methods of analyzing linguistic structure at various linguistic levels. This course focuses on the analysis of linguistic structure at phonological, morphological, syntactic, and discourse levels. Using these analysis techniques, we will consider cases of language variation and change and will compare and contrast structural factors across languages. Three credits.

**Speech-Language Pathology 133**  
**Speech Science I**  
*Prerequisites: SLP 104, SLP 113*  
Offered every semester

This is the first part of a two-semester course sequence in Speech Science for students of Communication Sciences and Disorders. Speech Science I includes the study and description of acoustical properties of individual speech sounds, prosody, and voice quality. Once the acoustics of speech and their relation to articulatory phonetics are understood, visual tools can be used to gain more

detailed understanding of speech production and use. Speech science forms not only the immediate link between articulatory phonetics and speech perception, but is also important for application in fields of signal processing and speech technology. Three credits.

**Speech-Language Pathology 213  
Anatomical and Physiological Bases  
for Speech and Language I**

*Prerequisite:* SLP 113  
Offered every semester

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. Three credits.

**Speech-Language Pathology 231  
Language Acquisition Across the  
Lifespan I: The Early Years**

*Prerequisites:* SLP 100, SLP 104, SLP 125  
Offered every semester

This is the first part of a two-semester course sequence addressing language acquisition across the lifespan. 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. Three credits.

**Speech-Language Pathology 233  
Speech Science II**

*Prerequisite:* SLP 133  
Offered every Fall

This is the second of a two-semester course sequence in Speech Science for students of Communication Sciences and Disorders. This course covers the acoustic aspects of speech in context. It is meant to provide an appreciation and an understanding of the complexity of speech production and perception, especially the issues addressed by classical and contemporary research in the field, and the relation between that research

and the clinical practice of speech-language pathology and audiology. Topics include (a) transcribing and segmenting connected speech; (b) obtaining measurements; (c) identifying linguistic factors; and (d) describing variation due to speaker, speaking mode, dialect, and disordered voices. Recent studies in the fields of phonology, sociolinguistics, and speech pathology that have employed acoustic phonetics are examined. Experimental design and procedures are discussed throughout the semester, and students will design and carry out individual research projects as part of the course. Three credits.

**Speech-Language Pathology 321  
Audiology I – Hearing Science**

*Prerequisite:* SLP 233  
Offered every semester

This is the first part of a two-semester course sequence in Audiology. This course is designed to provide an understanding of acoustics, anatomy and physiology of audition, and basic principles of audiometric assessment. Three credits.

**Speech-Language Pathology 331  
Language Acquisition Across the  
Lifespan II: School Age, Adolescence,  
and the Later Years**

*Prerequisite:* 231  
Offered every semester

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. Three credits.

**Speech-Language Pathology 410  
Introduction to Communication  
Disorders I**

*Prerequisite:* SLP 300 Level Courses  
Offered every Fall

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. Four credits.

**Speech-Language Pathology 411  
Introduction to Communication  
Disorders II**

*Prerequisite:* SLP 410  
Offered every Spring

This the second part of a two-semester course sequence in Communication Disorders across lifespan. 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. Four credits.

**Speech-Language Pathology 421  
Audiology II – Rehabilitation**

*Prerequisite:* SLP 321  
Offered every Spring

This is the second part of a two-semester course sequence in Audiology. This course is designed to provide an understanding of the types and etiologies of hearing loss, the effects of hearing loss and central auditory processing differences (CAPD) and approaches to the management of hearing loss and CAPD. Three credits.

**Graduate Courses that are taken  
during Senior Year**

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

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

**SLP 602 Advanced Language Acquisition**

Offered every year

Advanced study of typically achieving children and their developing language and communication system, focusing on syntactic, semantic and pragmatic abilities of children in relationship to their developing perceptual, social-emotional and cognitive systems. The acquisition of language in relationship to other domains of child development is highlighted. Normal variations in language acquisition and development are viewed from a cross-cultural perspective. Three credits.

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

Offered every year

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

**SLP 608 Seminar in Speech-Language Pathology**

Offered every year

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

**Communication Studies, Performance Studies and Theatre**

**Speech**

Speech 3 is a prerequisite for all Advanced Speech courses except Speech 117.

**Speech 3 Oral Communication**

Offered every semester

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. Three credits.

**Speech 3x Oral Communication for Nonnative Speakers**

Offered every semester

A course parallel to Speech 3 for non-native speakers who need special attention in the production of oral English. Satisfies the core. Three credits.

**Speech 100 Voice and Diction**

Offered every semester

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. Three credits.

**Speech 100x Voice and Diction for Nonnative Speakers**

Offered every semester

A course parallel to Speech 100 for non-native speakers who need special attention in the production of oral English. Three credits.

**Speech 101 Oral Interpretation: Performance Aesthetics**

*Prerequisite:* Speech 100 or permission of the Department Chair  
Offered every Fall

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. Three credits.

**Speech 102 Advanced Oral Interpretation: Advanced Performance Aesthetics**

*Prerequisite:* Speech 101 or permission of the instructor  
Offered every Spring

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 soliloquy and choral speaking. Three credits.

**Speech 103 Readers' Theatre: Chamber Performance**

*Prerequisite:* Speech 102 or permission of the instructor  
Offered every Spring

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. Three credits.

**Speech 105 Public Speaking**

Offered every Fall

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 symbioses between speakers and audience, verbal and non-verbal communication, outlining, and composing and presenting professional speeches. Three credits.

**Speech 106 Persuasion**

Offered every Spring

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. Three credits.

**Speech 107 Political Speech in American Life**

Offered every Fall

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. Three credits.

**Speech 109 Speech for Business and Organizations**

Offered every semester.

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 ques-

tions on interviews with confidence, and communicate with effectiveness. Three credits.

#### **Speech 117 Vocabulary**

Offered every semester

Individual vocabulary building and its relation to oral language, with emphasis on the correct pronunciation and proper usage of words in all speech situations. Three credits.

#### **Speech 119 Language, Speech, and Thought**

For course description, see Philosophy 119. Three credits.

#### **Speech 120 Argumentation and Debate** Offered every Fall

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. Three credits.

#### **Speech 127 Group Dynamics** Offered every Spring

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. Three credits.

#### **Speech 178.1 Movement and Voice for Actors I** (Same as Theatre 126.1) Offered every Fall

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. Three credits.

#### **Speech 178.2 Movement and Voice for Actors II** (Same as Theatre 126.2) Offered every Spring

A continuation of Speech 178 in which students develop more tools needed to improve their movement and voice techniques. Three credits.

#### **Speech 180 Introduction to Communication Studies** Offered every Fall

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. Three credits.

#### **Speech 181 Introduction to Performance Studies** (Same as Theatre 181) Offered every Spring

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. Three credits.

#### **Speech 182 Gender and Communication** Offered every Fall

The influence of socialization on gender roles and gender roles on communication is far reaching. This course examines the communication behaviors of women and men in same sex and gender and mixed sex and gender contexts. It defines the difference between sex and gender identity, and the role 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. Three credits.

#### **Speech 183 Conflict Management** Offered every Spring

An introduction to conflict management, mediation, negotiation, arbitration, and litigation, this course hones fundamental analytical and interpersonal skills and presents various theoretical perspectives necessary to understand the ramifications of conflict and the knowledge to decipher and deconstruct strategic and psychological barriers to resolution. Cultural, individual, ethnical and gender-related considerations will be the focus of this highly interactive course. The format includes lecture/discussion and skills training through the use of role play in simulated settings. Three credits.

#### **Speech 184 Global Communication** Offered every Fall

Current issues and controversies in the rapidly changing global communication environment. From an interdisciplinary point of view, the course covers the basic theoretical concepts about global communication and international relations, and deals with the impact of global communication on national economy, politics and culture. Three credits.

#### **Speech 185 Rhetorical Criticism** Offered every Spring

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. Three credits.

#### **Speech 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. Three credits.

### Speech 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. Three credits per semester.

### Speech 197, 198 Independent Study

*Prerequisites:* Permission of student adviser, the Department Chair and the Dean.

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. Three credits per course.

### Speech 199 Communication/Performance Studies Internship

*Prerequisites:* Permission of student adviser and the Department Chair.

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. Three credits. May be taken in subsequent semesters for credits.

### Speech 200 Series Communication/Performance Studies

Offered every year

Subject matter determined by the expertise of a visiting artist-in-residence. Courses may vary from semester to semester and may be repeated for credit. Three credits per course.

### Speech 222 Mass Communications & New Media in Society

(Same as Journalism 222 and Media Arts 222)

For course description, see Journalism 222. Three credits.

### Theatre

Theatre concentration requirements (24-36 credits)

Department policy stipulates that all theatre concentration majors must participate in production and/or performance work. Students who perform in major productions are excused from production work the semester they perform. Requirements include attendance at all productions to which students are assigned. The department requires student participation in two major shows a year.

### Theatre 61 The Theatrical Vision

Offered every semester

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. Three credits.

### Theatre 101 Demystifying 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, not 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. Three credits.

### Theatre 104.1 Multicultural History of the Theatre I

Offered every Fall

A study of the development of the theatre from ancient times through 1600, emphasizing the relation between the theatre and the social, economic, aesthetic and moral influences of the ages in which it has existed. Three credits.

### Theatre 104.2 Multicultural History of the Theatre II

Offered every Spring

A continuation of Theatre 104.1 to the contemporary professional stage. Three credits.

### Theatre 105 New York Theatre in Performance

Performance Attendance Fee: \$80.00  
Offered every semester

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. Three credits.

### Theatre 120.1 Directing I

(Same as Media Arts 160.1)

*Prerequisite:* At least one Theatre course or permission of the instructor  
Offered every Fall

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. Three credits.

### Theatre 120.2 Directing II

(Same as Media Arts 160.2)

*Prerequisite:* Theatre 120.1  
Offered every Spring

A continuation of Theatre 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. Three credits.

### Theatre 122.1 Introduction to Playwriting

(Same as Media Arts 148.1)

*Prerequisite:* Permission of the instructor  
Offered every Fall

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. Three credits.

### Theatre 122.2 Advanced Playwriting

(Same as Media Arts 148.2)

*Special Fee:* \$45.00  
*Prerequisite:* Theatre 122.1  
Offered every Spring

A continuation of Theatre 122.1 that leads to the development of a full-length play or two one-act plays. Three credits.

**Theatre 125.1 Acting I**  
(Same as Media Arts 159.1)  
Offered every Fall

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. Three credits.

**Theatre 125.2 Acting II**  
(Same as Media Arts 159.2)  
*Prerequisite:* Theatre 125.1 or permission of the instructor  
Offered every Spring

A continuation of Theatre 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments. Three credits.

**Theatre 125.3 Acting III Rehearsal and Performance: Modern Scene Study**  
*Prerequisites:* Theatre 125.1, 125.2  
(Same as Media Arts 159.3)  
Offered every Fall

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. Three credits.

**Theatre 125.4 Period Acting Styles: Acting the Classics**  
(Same as Media Arts 159.4)  
Offered every Spring

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 of the rehearsal procedure, character development and script analysis of classical texts. Three credits.

**Theatre 125.5 The Commercial Actor: Theatre Business**  
Offered every Fall

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 pictures and résumés 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. Three credits.

**Theatre 125.6 Acting for Musical Theatre**  
Offered every Spring

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. Three credits.

**Theatre 126.1 Movement and Voice for Actors I**  
(Same as Speech 178.1)  
Offered every Fall

For course description, see Speech 178.1. Three credits.

**Theatre 126.2 Movement and Voice for Actors II**  
(Same as Speech 178.2)  
Offered every Spring

For course description, see Speech 178.2. Three credits.

**Theatre 128.1 Methods of Creative Dramatics**  
Offered every Fall

A study of theory and techniques of developing creativity in children through participation in dramatic activities. Three credits.

**Theatre 128.2 Methods of Creative Dramatics**  
Offered every other Spring

A continuation of Theatre 128.1 in which emphasis is placed on exercises for personal self-awareness, which aids in character development for children. Three credits.

**Theatre 130 Production Lab**  
Offered every semester

Students are presented with the opportunity to acquire a wide range of practical experience in the actual production of a

play performance. Students are assigned to work in the following areas of production: performance, consisting of acting, technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, advertising. Students, instructed by theatre professionals, are involved in each step of production, from initial planning through rehearsal to performance before an audience. Three credits. May be taken up to four times for credit in subsequent semesters.

**Theatre 139.1 On-Camera Performance I**  
(Same as Media Arts 158.1)  
*Special Fee:* \$60.00

For course description, see Media Arts 158.1. Three credits.

**Theatre 139.2 On-Camera Performance II**  
(Same as Media Arts 158.2)  
*Special Fee:* \$60.00

For course description, see Media Arts 158.2. Three credits.

**Theatre 139.3 On-Camera Performance III**  
(Same as Media Arts 158.3)  
*Special Fee:* \$60.00

For course description, see Media Arts 158.3. Three credits.

**Theatre 160.1 Theatre Production: Visual Elements**  
Offered every Fall  
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. Three credits.

**Theatre 160.2 Theatre Production: Arts Administration**  
Offered every Spring

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. Three credits.

**Theatre 161.1 Stage Lighting**  
Offered every Fall

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 are studied. Students must work on productions on campus. Three credits.

**Theatre 161.2 Advanced Stage Lighting Design**

*Prerequisite:* Theatre 161.1  
Offered on occasion

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. Three credits.

**Theatre 162 Costume Design**  
Offered every Fall

A study of the history of costume design for the theatre and the craft of costume design from the early stages of research and drawing to the actual performance. How costume design enhances the personalities and inner lives of characters appropriate to the time and style of the play and how they can illuminate the theme of the play is explored. Hands-on experience in drawing and fabric is included. Trips are made to costume shops, museum exhibits, backstage tours and live performances. Students work on productions on campus. Three credits.

**Theatre 163 Scenic Design**  
Offered every Spring

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 mate-

rial is required. Students work on productions on campus. Three credits.

**Theatre 164 Stage Makeup**  
Offered every Spring

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. Three credits.

**Theatre 180 Introduction to the Theatre**

Offered every Fall

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. Three credits.

**Theatre 181 Introduction to Performance Studies**  
(Same as Speech 181)  
Offered every Spring

For course description, see Speech 181. Three credits.

**Theatre 195, 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 Chair of the Department of Communication Studies, Performance Studies and Theatre and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

**Theatre 197, 198 Independent Study**  
*Prerequisites:* Permission of student adviser, the Department Chair and the Dean.

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 produc-

tion or a research paper. Three credits per course.

**Theatre 199 Theatre Arts Internship**  
*Prerequisites:* Permission of student adviser and Department Chair.

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. Three credits. May be taken in subsequent semesters for credit.

**Theatre 200 Series**  
Offered every year

Subject matter determined by the expertise of a visiting artist-in-residence. Courses vary from semester to semester and may be repeated for credit. Three credits per course.

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## Computer Science

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### Competency and Skills

**Computer Science 9 and 9A through 9P Computer Competency**  
May not be taken by Computer Science majors to fulfill Computer Science course requirements.  
*Special Fee:* \$35.00 per semester  
*Prerequisite:* Computer Science 9 or equivalent

If a student has the equivalent knowledge for a prerequisite, the student may be exempt from the prerequisite with the permission of the Program Coordinator. A standard evaluation exam may be necessary. A program in computer competency consists of various modules: each module runs for one third of the semester, and sections of various modules are offered during any third of the semester. Students may take one or more modules in any third of the semester. Each module is one credit. Emphasis is placed on hands-on lab-oriented applications and projects.

**Computer Science 9 Introduction to Windows Environment**  
Offered every semester

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. One credit.

**Computer Science 9A Word Processing**  
Offered every semester

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. Touch-typing instructions are not part of the course. One credit.

**Computer Science 9B Spreadsheets**  
Offered every semester

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. One credit.

**Computer Science 9C Fundamentals of Database**  
Offered every semester

All the basic functions of a database, such as creating and designing tables, creating and using queries, creating and designing forms, and creating and using reports are explained. One credit.

**Computer Science 9D Statistical Packages for Social Sciences (SPSS)**  
*Prerequisite:* Computer Science 9K or equivalent  
Offered every semester

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. One credit.

**Computer Science 9E Advanced Word Processing**  
*Prerequisite:* Computer Science 9A or equivalent  
Offered every semester

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. The student will focus on how to apply what was learned to perform computer-related tasks that will be needed in the office,

school and every-day-life including document formatting for resumes, table design for questionnaires, mail merge for letters, document production for proposals, and form design for applications. One credit.

**Computer Science 9F Introduction to Desktop Publishing**  
*Prerequisite:* Computer Science 9E or equivalent  
Offered on occasion

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. One credit.

**Computer Science 9H Internet (WWW)**  
Offered every semester

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. One credit.

**Computer Science 9I Introduction to Windows**  
Offered every semester

All the basic functions of Windows, such as working with Windows programs, managing files, and customizing Windows, managing files and folders using Windows Explorer, are explained. One credit.

**Computer Science 9J Web Page Design**  
*Prerequisite:* Computer Science 9H or equivalent  
Offered every semester

All the basic functions of creating a Web page, such as developing a basic Web page, creating a hypertext links to a Web page, designing a Web page with fonts, colors, and graphics, are explained. One credit.

**Computer Science 9K Advanced Spreadsheets**  
*Prerequisite:* Computer Science 9B or equivalent  
Offered every other semester

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. One credit.

**Computer Science 9L Advanced Fundamentals of Database**  
*Prerequisite:* Computer Science 9C or equivalent  
Offered on occasion

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. One credit.

**Computer Science 9M PowerPoint**  
*Prerequisite:* Computer Science 9F or equivalent  
Offered every semester

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. One credit.

**Computer Science 9N Advance Web Page Design**  
*Prerequisite:* Computer Science 9J or equivalent  
Offered on occasion

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 page. One credit.

**Computer Science 9O Digital Imaging (Photoshop)**  
Offered every semester

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. One credit.

**Computer Science 9P  
Home Networking Basics**  
Offered every semester

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. One credit.

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**Computer Science  
and Information  
Systems**

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**Computer Science 101  
Fundamentals of Computer Science  
and Information Sciences**  
*Special Fee: \$75.00*  
Offered every semester

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. Three credits.

**Computer Science 102 Programming I**  
*Special Fee: \$75.00*  
*Prerequisite:* Computer Science 101  
Offered every semester

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. Three credits.

**Computer Science 117 Programming II**  
*Special Fee: \$75.00*  
*Prerequisite:* Computer Science 102  
Offered every semester

A continuation of CS102 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. Three credits.

**Computer Science 118  
Computer Architecture**  
*Special Fee: \$75.00*  
*Prerequisite:* Computer Science 102  
Offered every Spring

The course provides a comprehensive study of computer architecture and organization. Boolean algebra is introduced to teach digital devices. The operational units and their interconnections that realize the architectural specification of a computer are studied and their overall performance is analyzed. The design and implementation of a simple processor is an integral part of the course. Programming at different levels is also introduced. Three credits.

**Computer Science 120  
Web Development**  
*Special Fee: \$75.00*  
*Prerequisite:* Computer Science 102  
Offered on occasion

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 Web site. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 128 Information  
Systems Analysis and Design**  
*Special Fee: \$75.00*  
*Prerequisite:* Computer Science 117  
Offered every Fall

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. Three credits.

**Computer Science 130  
Algorithms and Data Structures I**  
*Special Fee: \$75.00*  
*Prerequisite:* Computer Science 117  
Offered every Fall

A study of the design and representation of information and storage structures and their associated implementation in a block-structured language; linear lists, strings, stacks, queues, multi-linked structures, representation of trees and graphs, iterative and recursive programming techniques; storage systems, structures and allocation; file organization and maintenance; and sorting and searching algorithms. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 132 Discrete  
Structures in Computer Science**  
*Special Fee: \$75.00*  
*Prerequisite:* Computer Science 130  
Offered every Spring

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. Three credits.

**Computer Science 135  
Compiler Theory and Design**  
*Special Fee: \$75.00*  
*Prerequisite:* Computer Science 130  
Offered on occasion

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. Three credits.

**Computer Science 148  
Database Systems I**

*Special Fee:* \$75.00

*Prerequisite:* Computer Science 101  
Offered every Fall

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. Three credits.

**Computer Science 149  
Database Systems II**

*Special Fee:* \$75.00

*Prerequisite:* Computer Science 148  
Offered on occasion

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. Three credits.

**Computer Science 150  
Operating Systems**

*Special Fee:* \$75.00

*Prerequisites:* Computer Science 117, 118  
Offered every Spring

An introduction to the fundamental concepts of operating systems: architectural support and operating systems interface; system calls; and process structure, concepts, management, interprocess communication, threads, memory management and virtual memory, file system interface and its implementation. Case studies from UNIX and Windows NT are examined. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 151  
Programming Languages**

*Special Fee:* \$75.00

*Prerequisite:* Computer Science 117  
Offered on occasion

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. Three credits.

**Computer Science 152  
Numerical Computation**

*Special Fee:* \$75.00

Offered on occasion

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. Three credits.

**Computer Science 154  
Computer Networks**

*Special Fee:* \$35.00

*Prerequisite:* Computer Science 102  
Offered every Fall

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. Three credits.

**Computer Science 155 UNIX and C**

*Special Fee:* \$75.00

*Prerequisite:* Computer Science 117  
Offered on occasion

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. Three credits.

**Computer Science 156  
Internet Programming**

*Special Fee:* \$75.00

*Prerequisite:* Computer Science 117  
Offered every Fall

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. Three credits.

**Computer Science 157  
Graphical User Interface**

*Special Fee:* \$75.00

*Prerequisite:* Computer Science 102  
Offered on occasion

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. Three Credits.

**Computer Science 158  
Privacy and Internet Security**

*Special Fee:* \$75.00

*Prerequisite:* Computer Science 154  
Offered on occasion

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 2000 (privacy), and iptables under Linux (firewalls). The laboratory sessions give the students a chance to implement working security and privacy policies under both Windows 2000 and Linux. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 160  
Computer Graphics**

*Special Fee:* \$75.00

*Prerequisite:* Computer Science 117  
Offered on occasion

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. Three credits.

**Computer Science 161  
Object-Oriented Programming**

*Special Fee:* \$75.00  
*Prerequisite:* Computer Science 130  
Offered every Spring

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. Three credits.

**Computer Science 162  
Artificial Intelligence I**

*Special Fee:* \$75.00  
*Prerequisite:* Computer Science 117  
Offered every Fall

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. Three credits.

**Computer Science 163  
Artificial Intelligence II**

*Special Fee:* \$75.00  
*Prerequisites:* Computer Science 130, 162  
Offered on occasion

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. Three credits.

**Computer Science 164  
Software Engineering**

*Special Fee:* \$75.00  
*Prerequisite:* Computer Science 130  
Offered every Spring

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. Three credits.

**Computer Science 165  
Component-based Software  
Development and Reusability**

*Special Fee:* \$35.00  
*Prerequisites:* Computer Science 128 or 164  
Offered on occasion

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.

**Computer Science 167  
System and Network Administration**

*Special Fee:* \$75.00  
*Prerequisites:* Computer Science 118 and 154  
Offered on occasion

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. Three credits.

**Computer Science 168, 169  
Special Topics in Computer Science**

*Special Fee:* \$75.00 per semester  
*Prerequisite:* Permission of the

Department Chair  
Offered on occasion

Discussion of topics of current interest in computer science in the area of the instructor's specialty. Credits may vary from one to three, depending on the topic. One hour laboratory may be included, depending on the topic.

**Computer Science 170  
Computer Science Internship**

*Prerequisite:* Completion of sophomore year and recommendation of the Department

An opportunity to extend classroom knowledge and gain direct practical experience in the computer field as an intern with a New York City government agency or with a major corporation in the metropolitan area. Students receive meaningful internship assignments and are directed by professionals in the normal working environment. Each student is required to schedule meetings with a faculty adviser, who provides academic supervision. Three credits. May be taken twice for up to six credits.

**Computer Science 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 in the 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 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. Three credits per semester.

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## Cooperative Education

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**Cooperative Education 1  
Professional Development**

(Same as Sociology 1)  
Offered every Fall, Spring and Summer

An integrative seminar offered to students during or immediately after their cooperative education placement or supervised fieldwork internship. It intro-

duces 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. Three credits.

#### **Cooperative Education 99 Field Placement**

*Prerequisite:* Coop 1: Career Readiness or permission from the Director of Career Services (see Freshman Year Programs)  
Open only to sophomores, juniors and seniors  
Offered every Fall, Spring and Summer

Placement of students in pre-professional positions related to their academic major or career interests; meant to enable students to integrate classroom learning with practical job experience. Opportunities are offered, when possible, in business, government, service and cultural organizations. May be repeated in subsequent semesters. Pass/Fail only. Non-credit.

### **Core Seminar**

#### **Core Seminar 50**

Special Fee: \$60.00  
*Prerequisite:* English 16  
Offered every semester

The Idea of the Human: An interdisciplinary course, providing a common intellectual experience that explores ideas of the human and the human condition. Questions dealt with concern what we believe makes us human, how we perceive ourselves, others and the world around us, the role of creativity in the human experience, and the nature of the social context in considering all of these. Sections are organized into clusters of three or four working as a team and meet in a combined class at least once a month. Field explorations and group projects are scheduled. A writing intensive course that emphasizes forms of inquiry, it satisfies the core requirement for graduation and is one of two Writing Intensive courses outside the major required for graduation. Three credits.

### **Dance**

All studio courses have prescribed dance-wear.

*Note: Students who enrolled in the B.F.A. program before September 2000 must be counseled by the Dance Department faculty to discuss the effect on credits and programming.*

#### **Dance 1 Introduction to Dance 1** (Same as Physical Education 58)

Special fee: \$90.00  
Offered every semester

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course. Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. Introduction to modern dance and ballet. Three hours. Three credits.

#### **Dance 2 Introduction to Dance 2**

Special Fee: \$90.00  
*Prerequisite:* Dance 1  
Offered every Spring

A continuation of Dance 1, with an increased emphasis on technique. Four hours. Three credits.

#### **Dance 13 Beginning Aerobic Dance 1** (Same as Physical Education 13)

Special Fee: \$60.00  
*Prerequisite:* Doctor's permission  
May be taken twice for credit  
Offered every semester

An introduction to aerobic training in a comprehensive program of physical fitness using multi-impact 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. Three hours. Three credits.

#### **Dance 13A Step Aerobics** (Same as Physical Education 13A)

Special Fee: \$60.00  
*Prerequisite:* Doctor's permission  
May be taken twice for credit  
Offered every semester

Aerobic conditioning for all levels using steps and music to develop and improve cardio-vascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. Three hours. Three credits.

#### **Dance 14 Beginning Aerobics 2** (Same as Physical Education 14)

Special Fee: \$60.00  
*Prerequisite:* Dance 13  
May be taken twice for credit  
Offered every semester

A continuation of Dance 13. Three hours. Three credits.

#### **Dance 61 Dance Through Time** Offered every semester

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. Three credits. Satisfies the core requirement for Richard L. Conolly students.

#### **Dance 100 Freshman Seminar: Dance Literacy** Required of all dance majors Offered every Fall

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, an historical perspective with particular reference to the twentieth century, the language of the theater, and the various kinds of theaters in which dance is performed. The purpose of Dance 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. Two credits.

#### **Dance 103.1 Modern Technique (Level 1.1)**

Special Fee: \$90.00  
*Requirements:* One year of modern or ballet.  
Offered every semester

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 post-modern periods during the twentieth century. Techniques will vary from year to year. There will be regular attendance at concerts, videos and writing assignments. Four and one-half hours. Three credits.

**Dance 104.1**  
**Modern Technique (Level 1.2)**  
*Prerequisite:* Dance 103  
*Special Fee:* \$90.00  
 Offered every Spring

A continuation of Dance 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 analyses of live concerts and videos. Four and one-half hours. Three credits.

**Dance 105.1**  
**Modern Technique (Level 2.1)**  
*Special Fee:* \$90.00  
*Prerequisites:* Dance 104.1 and Dance 107.1  
 Offered every semester

A study of dance technique and theory on an intermediate level, supported by a comprehensive study of mid- to late-twentieth 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. Three credits.

**Dance 106.1**  
**Modern Technique Level (2.2)**  
*Special Fee:* \$90.00  
*Prerequisite:* Dance 105.1  
 Offered every Spring

A continuation of Dance 105.1, adding the elements of performance values and styles. The across-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.

Four and one-half hours. Three credits.

**Dance 107.1 and 107.2**  
**Beginning Ballet (Level 1)**  
*Special Fee:* \$90.00 per course  
 May be taken twice for credit.  
 Offered every semester

An introduction to classical ballet, including barre, simple center work and appreciation of this art form through attendance at live performances and videos. Basic ballet vocabulary is studied. Four hours. Three credits per course.

**Dance 108.1 and 108.2**  
**Beginning Ballet (Level 2)**  
*Special Fee:* \$90.00 per course  
*Prerequisite:* Dance 107.1 or 107.2  
 May be taken twice for credit.  
 Offered every Spring

Requirements: Completion of level 1 (or equivalent through transfer credits or placement audition). Demonstrate understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). Dance 108.1 is a continuation of Dance 107.1 or 107.2 with increased vocabulary studies and an introduction to theatrical staging. Four hours. Three credits per course.

**Dance 109.1**  
**Beginning Jazz 1**  
*Special Fee:* \$75.00  
 Offered every Fall

Various jazz techniques, which may include hip-hop, and Broadway dance among others, are studied. Training in body isolations is preparation for the synopated rhythms of jazz movements and music. History of jazz dancing is part of the curriculum. Live performance attendance required. Three hours. Three credits.

**Dance 110.1**  
**Beginning Jazz 2**  
*Special Fee:* \$75.00  
*Prerequisite:* Dance 109.1  
 Offered every Spring

A continuation of Dance 109.1 with more complex combinations taught. Live performance attendance required. Three hours. Three credits.

**Dance 111.1**  
**Hatha Yoga 1**  
*Special Fee:* \$60.00  
 Offered every semester

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. Two credits.

**Dance 111.2**  
**Hatha Yoga 2**  
*Special Fee:* \$60.00  
*Prerequisite:* Dance 111.1  
 Offered every Spring

A continuation of Dance 111 with the addition of more challenging asanas. Students will keep a journal of their progress and their observations. Three hours. Two credits.

**Dance 112.1**  
**Tap Dancing 1**  
*Special Fee:* \$60.00  
 Offered every semester

Tap dancing is an American form of dance that includes soft shoe, clogging and hoofing. This course is open to all levels of tappers, including beginners, as they learn and explore the basic rhythms and structures of tap dancing. Videos, reading, and attendance at a live performance are required. Three hours. Two credits.

**Dance 112.2 Tap Dancing 2**  
*Special Fee:* \$60.00  
 Offered every Spring

This course is a continuation of Dance 112.1 with increasingly complex rhythms and structures. Three hours. Two credits.

**Dance 121**  
**Improvisation**  
*Special Fee:* \$75.00  
 Offered every Spring

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. Three hours. Two credits.

**Dance 122**  
**Choreography 1**  
 Special Fee: \$60.00  
 Prerequisite: Dance 121  
 Offered every Fall

While this course continues using improvisation, it emphasizes choreographic forms and structures through studies in compositional theories. Borrowing from traditional musical structures and experimenting in contemporary explorations of space and time, students will create complex movement studies, in both abstract and linear forms, concentrating on the solo and small group. Studies include pre-classic and classic forms. Since all art forms are themselves forms of communication, students, through observation, trial and error, develop an understanding of choreographic communication through the exploration of text, music, voice, cinema, props, lighting and costume. Students speak and write about their own work as well as the work of their peers and established choreographers. Three hours. Two credits.

**Dance 131**  
**Ballet. Level 3.1 (B.F.A. first level)**  
 Special Fee: \$90.00  
 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.  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

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). This completes the minimum requirement for students in both B.S. in Dance and B.S. in Dance Education programs.

Reading and video assignments include written requirements. Seven and one-half hours. Three credits.

**Dance 132**  
**Ballet. Level 3.2**  
 Special Fee: \$90.00  
 Prerequisite: Dance 131  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

Dance 132 is the continuation of Dance 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. Seven and one-half hours. Three credits.

**Dance 133**  
**Ballet. Level 4.1**  
 Special Fee: \$90.00  
 Prerequisite: Dance 132  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

Students will be required to demonstrate strong evidence of good alignment, musicality, and increased verbal and movement vocabulary. Students will teach the barre portion of a class. Seven and one-half hours. Three credits.

**Dance 134**  
**Ballet. Level 4.2**  
 Special fee: \$90.00  
 Prerequisite: Dance 133  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

Continuation of Dance 133 with increasingly difficult barre and center work. Four and one-half hours. Three credits.

**Dance 140 Series**  
**Dance 141-144**

These courses are designed to teach the fundamentals of classic twentieth-century modern dance techniques, specifically Graham, Limon, Horton, Cunningham. Each year of the freshman and sophomore years will be devoted to one of these techniques and while each approach will dictate its own practical and aesthetic focus, all will include performance elements, style and musicality. Students will be expected to demonstrate competency in the form at the end of the year in exit exams by performing with knowledge of

the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. There will be a writing component in each course.

**Dance 141M**  
**Modern Technique. Level 3.1A (B.F.A. first level)**  
 Special Fee: \$90.00  
 Requirements: Audition to begin the B.F.A. program. B.S. students must complete two years of modern technique or demonstrate technical ability in a placement class to enter this level.  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

This course represents the first semester in the freshman classic modern technique series. (See above) Four and one-half hours. Three credits.

**Dance 142M**  
**Modern Technique. Level 3.2A**  
 Special Fee: \$90.00  
 Prerequisite: Dance 141M  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

Dance 142M is the continuation of Dance 141M with an increase in the level of the technique being studied. Visual and written assignments are made. Four and one-half hours. Three credits.

**Dance 143M**  
**Modern Technique. Level 4.1A**  
 Special Fee: \$90.00  
 Prerequisite: Dance 142  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

This course represents the first semester in the sophomore classic modern technique series. (See above) Four and one-half hours. Three credits.

**Dance 144M**  
**Modern Technique. Level 4.2A**  
 Special Fee: \$90.00  
 Prerequisite: Dance 143M  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

Dance 144M is a continuation of Dance 143M with an increase in the level of the technique being studied. Visual and written assignments are made. Four and one-half hours. Three credits.

### Dance 145-148

These courses are designed to teach the fundamentals of various postmodern forms and styles. In postmodern 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, and world dance. Each year of the freshman and sophomore years will be devoted to one of these techniques and while each approach will dictate its own practical and aesthetic focus, all will include performance elements, style and musicality. Students will be expected to demonstrate competency in the form at the end of the year in exit exams by performing with knowledge of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. There will be a writing component in each course.

### Dance 145

#### Modern Technique Level 3.1B

*Special Fee:* \$35.00

*Co-Requisite:* Dance 141

Offered every fall

Registration with permission of the chair of the Dance Department

This course represents the first semester in the freshman postmodern technique series. (See above.) Three hours. Two credits.

### Dance 146

#### Modern Technique Level 3.2B

*Special Fee:* \$35.00

*Prerequisite:* Dance 145

Offered every Spring

Registration with permission of the chair of the Dance Department

Dance 146 is the continuation of Dance 145 with an increase in the level of the technique being studied. Visual and written assignments are made. Three hours. Two credits.

### Dance 147

#### Modern Technique Level 4.1B

*Special Fee:* \$35.00

*Corequisite:* Dance 143

Offered every Fall

Registration with permission of the chair of the Dance Department

This course represents the first semester in the sophomore postmodern technique series. (See above.) Three hours. Two credits.

### Dance 148

#### Modern Technique Level 4.2B

*Special Fee:* \$35.00

*Corequisite:* Dance 144

Offered every Spring

Registration with permission of the chair of the Dance Department

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. Three hours. Two credits.

### Dance 151

#### Dance Wellness 1.1

*Special Fee:* \$30.00

*Corequisite:* Dance 103, 131, or 141M

Offered every Fall

Registration with permission of the chair of the Dance Department

The dance wellness program is designed to help dancers know their strengths and weaknesses in an effort to keep them healthy and dancing longer than prior expectations. A cross-training workshop will be held one hour each week, in which students will, after undergoing dance profile testing, be tutored in those exercises and body therapy techniques that best address their individual needs. One hour plus bi-weekly individual meetings with the instructor. One credit.

### Dance 152

#### Dance Wellness 1.2

*Special Fee:* \$30.00

*Prerequisite:* Dance 151

*Corequisite:* Dance 104, 132 or 142M

Offered every Spring

Registration with permission of the chair of the Dance Department

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 hatha yoga, Pilates mat work, Feldenkreis. Students will have an opportunity for individual meetings with the instructor. One hour. One credit.

### Dance 153

#### Dance Wellness. Level 2.1

*Special Fee:* \$30.00

*Prerequisite:* Dance 152

Offered every Fall

Registration with permission of the chair of the Dance Department

A continuation of Dance 152. One hour plus bi-weekly individual meetings with the instructor. One credit.

### Dance 154

#### Dance Wellness. Level 2.2

*Special Fee:* \$30.00

*Prerequisite:* Dance 153

Offered every Spring

Registration with permission of the chair of the Dance Department

A continuation of Dance Wellness. One hour. One credit.

### Dance 160

(formerly Dance 115.1 and Dance 220)

#### Music for Dance

*Corequisite:* Dance 103.1 or Dance 131

Offered every Spring

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 materials support the dancer's musicality as a performer and give the choreographer a broad musical background to inform creative choices. Three hours. Three credits.

### Dance 170

#### Introduction to Design and Production for Dance

(Formerly Dance 129 and Dance 130)

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. We will review the various 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 stage and a relatively in-depth investigation of lighting design. Two hours. Two credits.

### Dance 205

#### Dance History

Offered every other Fall

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. Three credits.

**Dance 206**  
**Twentieth-century Dance History and Criticism**  
 Offered every other Spring

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. Three credits.

**Dance 207**  
**Dance Pedagogy 1**  
*Special Fee:* \$60.00  
*Prerequisites:* Dance 121,160, 206  
 Offered Fall 2007

Students are trained to teach movement, rhythmic activities and improvisation to children primarily in grades K-6. They learn methods and materials in dance for young children with concern for proper physical training, encouragement as well as development of imagination, rhythmic and motor skills. Students plan lessons and units and learn to assess both their own work and that of their prospective students. Observations in the field are arranged. Three hours. Three credits.

**Dance 208**  
**Dance Pedagogy 2**  
*Special Fee:* \$60.00  
*Prerequisite:* Dance 207  
 Offered Spring 2008

Students are trained to teach dance forms and styles to children in grades 7-12. Methods and materials for both dance forms and relevant history and culture will be established, lessons and units developed, and peer teaching will be a weekly part of this class. Assessment standards will be defined in a measurable context. Observations in the field are arranged. Three hours. Three credits.

**Dance 210**  
**Kinesiology for Dancers**  
*Prerequisite:* Biology 131  
 Offered every Spring

An in-depth analysis of the human musculoskeletal system to provide an understanding of movement to augment

training. Areas of exploration include, but are 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. Three credits.

**Dance 211**  
**Body Conditioning: Pilates Mat**  
*Special Fee:* \$60.00  
 Offered every semester

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. Three hours. Two credits.

**Dance 213 Basic Concepts on Dance/Movement Therapy**  
 Offered on occasion

A technical and didactic course providing an overview of the field of dance-movement therapy. The following areas are covered: cultural and historical basis of dance as therapy; the developmental process of movement, fundamentals of the psychotherapeutic process; basic movements and body elements; behavioral issues; nonverbal forms of expression; patient-client relationships and therapy interactions; and developmental themes, with emphasis on symbolic metaphors and emotional impact. Three hours. Three credits.

**Dance 215A Dance Ensemble**  
*Prerequisite:* Sophomore Dance sequence

**Dance 215B Dance Ensemble**  
*Prerequisite:* Junior Dance sequence  
*Special Fee:* \$60.00 per course

A review of the works of faculty, guest and peer choreographers in preparation for performances. Student choreographers learn to prepare and teach their work and organize costumes and to consult on lighting design and the development of props, where indicated, among other production details. A minimum of six hours a week to be arranged. One credit per course.

**Dance 217 World Dance: Capoeira**  
*Special Fee:* \$60.00  
 Offered every other Fall

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/art form. May be taken twice for credit. Three hours. Two credits.

**Dance 218.1**  
**World Dance: African Diaspora**  
*Special Fee:* \$60.00  
 Offered every semester

An introduction to the indigenous dance forms and traditions of the African diaspora in which students will dance and drum as well as study the cultures from which these forms emerged. The specific cultures under study will vary each semester and will include, but not be limited to West Africa, Senegal, Haiti, Cuba, Trinidad, Jamaica. Three hours. Three credits.

**Dance 218.2 Advanced World Dance: African Diaspora**  
*Special Fee:* \$60.00  
*Prerequisite:* Dance 117  
 Offered on occasion

A continuation of Dance 218.1 with more complex movements and rhythmic structures. Students study the rituals from which the dances and drumming emerge. There will be assigned readings, videos and occasional guest lecturers. Three hours. Three credits.

**Dance 219**  
**World Dance: Latin/Spanish Dance**  
*Special Fee:* \$60.00  
 Offered every other Fall  
 May be taken twice for credit

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. Two credits.

**Dance 221**  
**Advanced Choreography**  
*Special Fee:* \$60.00  
*Prerequisite:* Dance 122  
 Offered every Fall

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. Two credits.

**Dance 231**  
**Ballet. Level 5.1**  
*Special Fee:* \$45.00  
*Prerequisite:* Dance 134  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of movement. Students learn and demonstrate a ballet solo as directed by the faculty. Four and one-half hours. Two credits.

**Dance 232**  
**Ballet. Level 5.2**  
*Special Fee:* \$45.00  
*Prerequisite:* Dance 231  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

A continuation of Dance 231, with increasing levels of difficulty. Students will be required to teach a class. Four and one-half hours. Two credits.

**Dance 233**  
**Ballet. Level 6.1**  
*Special Fee:* \$45.00  
*Prerequisite:* Dance 232  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

Students will demonstrate increased strength in all criteria listed in Dance 232. They will each perform a solo and prepare it for the annual December concert. They will each teach a full lesson. Four and one-half hours. Two credits.

**Dance 234 Ballet. Level 6.2**  
*Special Fee:* \$45.00  
*Prerequisite:* Dance 233  
 Offered every Spring

Registration with permission of the chair of the Dance Department

A continuation of Dance 233. In this the final semester, students will experience the culmination of their training with a solo performance in concert. Four and one-half hours. Two credits.

**Dance 240 Series**  
 In these courses, student 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 these phrases. Each year will be devoted to one modern technique. Each technique will have an individual emphasis and each will articulate those elements of performance, style, dynamics and musicality which most clearly define it. Students will be expected to demonstrate competency in an exit exam which will exhibit their understanding of the movement language and aesthetic through its style, musicality, transitions, biomechanical placement and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course.

**Dance 241M**  
**Modern Technique. Level 5.1A**  
*Special Fee:* \$90.00  
*Prerequisite:* Dance 144  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

This is the first semester of the junior level modern technique class. (See above.) Four and one-half hours. Three credits.

**Dance 242M**  
**Modern Technique. Level 5.2A**  
*Special Fee:* \$90.00  
*Prerequisite:* Dance 241  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

A continuation of Dance 241M, with increasing technical and performance challenges. Students will be required to teach a class. Four and one-half hours. Three credits.

**Dance 243M**  
**Modern Technique. Level 6.1A**  
*Special Fee:* \$90.00  
*Prerequisite:* Dance 242M  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

This is the first semester of the senior-level modern technique class. (See above). Four and one-half hours. Three credits.

**Dance 244M**  
**Modern Technique. Level 6.2A**  
*Special Fee:* \$90.00  
*Prerequisite:* Dance 243M  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

A continuation of Dance 243M. Four and one-half hours. Three credits.

**Dance 245-248**  
 These junior and senior year courses are a combination of technique and repertory in which guest artists will teach the groundwork for their techniques (one each semester for the four semesters) 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, capped by a public performance.

**Dance 245**  
**Modern Technique/Repertory Level 5.1B**  
*Special Fee:* \$35.00  
*Prerequisite:* Dance 145, 148  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

This is the first semester of the junior level technique/repertory class. (See above). Four and one-half hours (plus lab). Three credits.

**Dance 246**  
**Modern Technique/Repertory Level 5.2B**  
*Special Fee:* \$35.00  
*Prerequisite:* Dance 245  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

This is the second semester of the junior level technique/repertory class. (See above). Four and one-half hours (plus lab). Three credits.

**Dance 247**  
**Modern Technique/Repertory Level 6.1B**  
*Special Fee:* \$35.00  
*Prerequisite:* Dance 246  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

This is the first semester of the senior level technique/repertory class. (See above.) Four and one-half hours (plus lab). Three credits.

**Dance 248**  
**Modern Technique/Repertory Level 6.2B**  
*Special Fee:* \$35.00  
*Prerequisite:* Dance 247  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

This is the second semester of the senior level technique/repertory class. (See above.). Four and one-half hours (plus lab). Three credits.

**Dance 251**  
**Dance Wellness. Level 3.1**  
*Special Fee:* \$30.00  
*Prerequisite:* Dance 151  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

The dance wellness program is designed to help dancers know their strengths and weaknesses in an effort to keep them healthy and dancing longer than prior expectations. A cross-training workshop will be held one hour each week, in which students will, after undergoing dance profile testing, be tutored in those exercises and body therapy techniques that best address their individual needs. One hour plus bi-weekly individual meetings with the instructor. One credit.

**Dance 252**  
**Dance Wellness. Level 3.2**  
*Special Fee:* \$30.00  
*Prerequisite:* Dance 251  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

A continuation of Dance 251. One hour plus bi-weekly individual meetings with the instructor. One credit.

**Dance 253**  
**Dance Wellness. Level 4.1**  
*Special Fee:* \$30.00  
*Prerequisite:* Dance 252  
 Offered every Fall  
 Registration with permission of the chair of the Dance Department

The dance wellness program is designed to help dancers know their strengths and weaknesses in an effort to keep them healthy and dancing longer than prior expectations. A cross-training workshop will be held one hour each week, in which students will, after undergoing dance profile testing, be tutored in those exercises and body therapy techniques that best address their individual needs. One hour plus bi-weekly individual meetings with the instructor. One credit.

**Dance 254 Dance Wellness. Level 4.2**  
*Special Fee:* \$30.00  
*Prerequisite:* Dance 253  
 Offered every Spring  
 Registration with permission of the chair of the Dance Department

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 hatha yoga, Pilates mat work, Feldenkrais. One hour plus bi-weekly individual meetings with the instructor. One credit.

## Developmental Skills

**Developmental Skills Mathematics 01**  
*Special Fee:* \$547.00 per semester  
 Offered every semester

An intensive background course designed for students with little or no mathematics background. Fundamental arithmetic operations to college algebra are taught. Regular workshops supplement classroom lectures and discussions. Departmental final examination. Four classroom hours per week, two one-hour workshops per week. Letter grades and U. Non-credit.

**Developmental Skills Mathematics 09**  
*Special Fee:* \$547.00  
 Offered every semester

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. Non-credit.

## Economics

Economics 1 and 2 are prerequisites for all advanced courses for Economics majors and students in the School of Business, Public Administration and Information Sciences. For those who take Economics as an elective, either 1 or 2 is a prerequisite for advanced courses.

**Economics 1, 2**  
**Introduction to Economics**  
 Offered every semester

A study of economic principles and problems and their application to the American economy. Economics 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. Three credits per semester.

**Economics 101**  
**Microeconomic Analysis**  
 Offered alternate years

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. Three credits.

**Economics 102**  
**Macroeconomic Analysis**  
 Offered alternate years

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. Three credits.

**Economics 105 Money and Banking**  
 Offered every semester

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. Three credits.

**Economics 110**  
**American Economic History**  
 (Same as History 110)  
 Offered on occasion

A study of the principal economic developments in the United States, particularly in the nineteenth and twentieth centuries, including the growth of industrial and financial capitalism, the labor movement, the emergence of the farm problem, the role of government in the economy, and the relationship between the economies of the United States and those abroad. Three credits.

**Economics 113 Labor Economics**

Offered on occasion

A survey of the labor movement in the United States, with emphasis on economic aspects, the growth of unions and collective bargaining, theories of wages, and public policy toward labor. Three credits.

**Economics 116**

**Government Regulation of Business**

Offered alternate years

A study of government regulation of significant sectors of the American economy, such as manufacturing monopolies, the financial markets, transportation and communications. Three credits.

**Economics 117**

**History of Economic Thought**

Offered on occasion

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. Three credits.

**Economics 118**

**Modern Economic Thinkers**

Offered alternate years

An evolutionary analysis of the ideas of such leading modern economists as A. Marshall, Thorstein Veblen, Paul Samuelson, Milton Friedman and John K. Galbraith. Three credits.

**Economics 123 Economics Statistics I**

Offered on occasion

An introduction to statistics and statistical methods in economics. Topics include frequent distributions and descriptive statistics, time series and forecasting, and index numbers. Lecture and laboratory. Three credits.

**Economics 124 Economics Statistics II**

*Prerequisite:* Economics 123

Offered on occasion

A study of advanced methods as applied to statistical estimation and decision making. Topics include tests of hypotheses, bivariate and multivariate regression and correlation, linear transformations, chi-square tests, analysis of variance, ranks and other nonparametric procedures. Lecture and laboratory sessions. Three credits.

**Economics 125**

**International Economics**

Offered every Fall

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. Three credits.

**Economics 128**

**Inflation, Recession and Growth**

Offered on occasion

An empirical and theoretical study of fluctuations in the levels of general economic activity of our society. Particular consideration is given to such topics as recurring recessions and prosperity, inflation, economic growth, and government policy designed to stabilize the economy. Three credits.

**Economics 129 Problems of the**

**Modern American Economy**

Offered every Summer

An analysis of prime current problems of the American economy, such as economic stability and growth, employment, collective bargaining and monopoly. Three credits.

**Economics 131 Historical Development of the European Economy**

For course description, see History 131. Three credits.

**Economics 132**

**Comparative Economic Systems**

Offered on occasion

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. Three credits.

**Economics 133**

**Public Finance and Fiscal Policy**

Offered on occasion

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. Three credits.

**Economics 138 Economic Development**

Offered on occasion

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. Three credits.

**Economics 140 Urban Economics**

Offered on occasion

An analysis of economic problems arising in the dynamic mid-twenty-first 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. Three credits.

**Economics 141 Social Economics**

Offered on occasion

A study of such significant social economic matters as racial, sex and age discrimination; crime; poverty and income distribution; housing; consumption; and health. Three credits.

**Economics 142 Consumer Economics**

Offered on occasion

An examination of the role of consumer behavior in the economy and in economic theory, the development of consumer movements, and the evolution of consumer legislation in the United States. Three credits.

**Economics 162 Russian Economic and Social Systems**

(Same as Sociology 162)

Offered on occasion

An examination of the economic policy and organizations in the former U.S.S.R. between 1917 and 1991 and a comparison with the present evolving sociopolitical objectives and social structure in Russia and the other republics of the former Soviet Union. Three credits.

**Economics 170 Current International Economic Problems**

Offered every Summer

An analysis of key current international economic problems and their related poli-

cies. Such issues as economic development and growth, multinational corporations, international balance of payments disequilibrium, intergovernmental cartels and the division of international resources are treated. Three credits.

### **Economics 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. Three credits per semester.

### **Economics 197, 198 Independent Study**

*Prerequisites:* Senior year status and satisfactory completion of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean

Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits per semester.

## **Education**

(See Teaching and Learning.)

## **English**

Entering freshmen must take an English placement examination for placement in English 13, 14 or 16. English 16 is a prerequisite for English 61-64 and all advanced English courses.

### **English 13, 14, 16 English Composition**

Student placement is determined by the Brooklyn Campus placement examination or appropriate transfer credit. *Special Fee for English 13:* \$547.00 *Special Fee for English 14:* \$547.00 Offered every semester

The English Department Composition Program is a three-semester course of studies meant to improve reading and writing skills by engaging students in

serious study of interdisciplinary issues. The program is meant to advance the student from the level of writing short essays of description and narration, through proficiency in reading/writing expository prose using various rhetorical techniques and aims, to argumentation in essays responding to significant questions or problems.

### **English 13 English Composition**

The first semester concentrates on improving the student's ability to read, analyze and respond in journal writing, impromptu in-class writing, and more formal essays to thematic issues in the humanities and social and natural sciences. Six classroom hours per week. Letter grades and U. Three credits.

### **English 14 English Composition**

*Prerequisite:* English 13 or placement The second semester concentrates on challenging and improving the student's ability to read, analyze and respond in more sophisticated ways to issues in the humanities and social and natural sciences. Six classroom hours per week. Letter grades and U. Three credits.

### **English 16 English Composition**

*Prerequisite:* English 14 or placement

The third semester expands the level and modes of inquiry to include more complex topics. Points of logic, modes of argumentation, substance and responsibility to the reader are emphasized. Three classroom hours per week. Part of Core requirement. Three credits.

### **English 13x, 14x, 16x English Composition for Nonnative Speakers**

*Special Fee for English 13x:* \$547.00

*Special Fee for English 14x:* \$547.00

Offered every semester

English 13x, 14x, 16x are courses parallel to English 13, 14, 16 for nonnative speakers who need additional work in English as a second language. English 13x and English 14x: six hours per week. Letter grades and U. English 16x: three hours per week. Three credits each course.

### **English 61, 62, 63, 64 Surveys of Literature in English**

Any two courses from English 61 through 64 satisfy the core curriculum requirement in Area I of the Division of Humanities. All fulfill liberal arts requirements in the Humanities.

### **English 61 European Literatures I (Beginnings to the Eighteenth Century)**

*Prerequisite:* English 16

Offered every semester

An examination of significant works of the Western tradition from Ancient Greece and Rome and Medieval and Renaissance Italy, France, Germany and England. Intensive readings from a wide representation of texts — epics, sacred books, poems, plays and tales — arranged chronologically or thematically. All texts read in English. Three credits.

### **English 62 European Literatures II**

(From the Eighteenth Century to the Present)

*Prerequisite:* English 16

Offered every semester

An examination of significant works of literature from both Western and Eastern Europe. Intensive readings from a wide representation of texts — novels, poems, plays and essays — arranged chronologically or thematically. All texts read in English. Three credits.

### **English 63 American Literatures**

*Prerequisite:* English 16

Offered every semester

The focus of each section concentrates on the literatures and traditions of the United States from Colonial times to the present or on a comparison and contrast of literatures across all the Americas — North America, the Caribbean, Latin America. Arranged chronologically or thematically. All texts read in English. Three credits.

### **English 64 Non-Western Literatures**

*Prerequisite:* English 16

Offered every semester

Drawing primarily from the many literatures of Africa and Asia, each section focuses on at least two geographical areas, such as Western Africa, China, India, Japan, Southeast Asia and the Pacific Islands. Broad sweeps of time may be covered or specific periods of high cultural achievements such as the Tang Dynasty, Medieval Japan or West Africa before the European invasion may be highlighted. All texts read in English. Three credits.

### **English 101**

**Introduction to English Studies**

*Prerequisites:* Any two courses from English 61-64

Offered every semester

Required of all English majors (who must take this course in the first or second semester of upper-division work in English) and recommended for English minors, this course explores the following topics: genre definition and analysis, the construction of the canon, and the contemporary field of literary studies. The assigned texts represent a range of genres (poetry, drama, and prose fiction) and are drawn from more than one chronological period. Students will also work with analytical essays that introduce them to major critical approaches in literary studies. These essays are linked to the primary sources. Throughout the course, rhetorical issues, both in literary texts and in the students' own writing, will be discussed. Students should also be introduced to careers related to the study of literature and rhetoric. Each student will write a substantial documented essay using both primary and secondary sources. Three credits.

**English 102 History of Literary Theory**  
*Prerequisites:* Any two courses from English 61-64  
 Offered on occasion

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, the New Criticism, structuralism, psychoanalytic criticism, feminism, gay studies, post-structuralism, ethnic studies, the new historicism and cultural studies. Subjects differ from semester to semester. May be taken twice for credit. Three credits.

**English 103 Workshop in the Essay**  
 (Same as Journalism 150)  
*Prerequisites:* Any two courses from English 61-64  
 Offered once a year

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. Three credits.

**English 104 Creative Writing**  
*Prerequisites:* Any two courses from English 61-64  
 Offered every semester

An introductory creative writing workshop. Students begin to learn and experiment with the art of writing in various genres, such as poetry, fiction and play-

writing. Although readings are included, emphasis is on class discussion of student manuscripts and individual conferences with the instructor. Three credits.

**English 119**  
**Masterpieces of World Literature**  
*Prerequisites:* Any two courses from English 61-64  
 Offered on occasion

Reading and discussions of masterpieces of world literature ranging from Western literature to the literature of Latin America, the Far East and the Third World. Examples of works and authors read: "The Iliad," Greek tragedies, Dante, Molière, Racine, Corneille, Goethe, Mann, "The Death of the Woman Wang," and "The Dream of the Red Chamber." Three credits.

**English 126 News Writing**  
*Special Fee:* \$70.00  
 For course description, see Journalism 119.  
 Four hours every week. Three credits.

**English 128 Early British Literatures**  
*Prerequisites:* Any two courses from English 61-64  
 Offered every Fall

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 the Middle Ages and the Renaissance, or Heroic Identities before 1800. Three credits.

**English 129 Later British Literatures**  
*Prerequisites:* Any two courses from English 61-64  
 Offered every Spring

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. Three credits.

**English 137 Shakespeare**  
*Prerequisites:* Any two courses from English 61-64  
 Offered on occasion

The greatness of Shakespeare explored through the intensive study of selected plays and poems. Three credits.

**English 140 Major Authors**  
*Prerequisites:* Any two courses from English 61-64  
 Offered on occasion

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. Three credits.

**English 150 Studies in Ethnic Literature**  
*Prerequisites:* Any two courses from English 61-64  
 Offered on occasion

An intensive examination of particular traditions in literature. Topics may include African-American literature, Asian-American literature, Jewish literature, Russian literature, or Latino literature. Subjects differ from semester to semester. May be taken twice for credit. Three credits.

**English 158 Early Literatures of the United States**  
*Prerequisites:* Any two courses from English 61-64  
 Offered every Fall

An introduction to texts and themes in pre-Civil War American literature. Themes vary from semester to semester. Areas of exploration may include: Examining the Frontier, Slavery and Freedom, American Myths and U.S. Realities. Three credits.

**English 159 Literatures of the United States since 1865**  
*Prerequisites:* Any two courses from English 61-64  
 Offered every Spring

In this course, texts and themes are drawn from 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. Three credits.

**English 160 Gender and Language**  
*Prerequisites:* Any two courses from English 61-64  
 Offered on occasion

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. Three credits.

### **English 165 Poetry Workshop**

*Prerequisite:* English 104  
Offered every Fall

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. English majors concentrating in Creative Writing may take this class twice. Three credits.

### **English 166 Fiction Workshop**

*Prerequisite:* English 104  
Offered every Spring

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. English majors concentrating in Creative Writing may take this class twice. Three credits.

### **English 167 Playwriting Workshop**

*Prerequisite:* English 104  
Offered every Spring

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. English majors concentrating in Creative Writing may take this class twice. Three credits.

### **English 168**

#### **Creative Non-Fiction Workshop**

*Prerequisite:* English 103  
Offered every Fall

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. English majors concentrating in Creative Writing may take this class twice. Three credits.

### **English 169**

#### **Non-Western or Post-Colonial Literature**

*Prerequisites:* Any two courses from English 61-64  
Offered every Spring

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 Post-Colonial Literature and the Atlantic World. Three credits.

### **English 170**

#### **Literary Periods and Movements**

*Prerequisites:* Any two courses from English 61-64  
Offered on occasion

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 the 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. Three credits.

### **English 171**

#### **Introduction to Classical Rhetoric**

*Prerequisites:* Any two courses from English 61-64  
Offered every Spring

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. Three credits.

### **English 172 Introduction to**

#### **Contemporary Rhetorical Theory**

*Prerequisites:* Any two courses from English 61-64  
Offered every Fall

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. Three credits.

### **English 173 Writing in the Community**

*Prerequisites:* Any two courses from English 61-64  
Offered once a year

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. English majors concentrating in Writing and Rhetoric may take this class twice. Three credits.

### **English 174 Teaching Writing**

*Prerequisites:* Any two courses from English 61-64  
Offered once a year

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. English majors concentrating in Writing and Rhetoric may take this class twice. Three credits.

### **English 175 Writing for the Professions**

*Prerequisites:* Any two courses from English 61-64  
Offered once a year

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. English majors concentrating in Writing and Rhetoric may take this class twice. Three credits.

### **English 180 Genre Studies**

*Prerequisites:* Any two courses from English 61-64  
Offered on occasion

A study of a particular genre, offering examples from a wide range of literary history. Subjects differ from semester to semester. Topics may include autobiography, great essays, the history of the novel, or the making of modern poetry. May be taken twice for credit. Three credits.

**English 184 Modern Drama**

*Prerequisites:* Any two courses from English 61-64  
Offered on occasion

A study of selected nineteenth- and twentieth-century playwrights, focusing on their investigation of contemporary issues and problems. Three credits.

**English 187 The Bible as Literature**

*Prerequisites:* Any two courses from English 61-64  
Offered on occasion

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 the standard 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. Three credits.

**English 190**

**Senior Seminar in Literature**

*Prerequisite:* Permission of Department Chair  
Offered every Spring

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. Three credits.

**English 191 Senior Seminar in Creative Writing**

*Prerequisite:* Permission of Department Chair  
Offered every Spring

In this capstone course, English majors concentrating in Creative Writing pursue independent writing projects, resulting in a portfolio of poems, fiction, plays or essays. Three credits.

**English 192 Senior Seminar in Writing and Rhetoric**

*Prerequisite:* Permission of Department Chair  
Offered every Spring

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 participates in an internship program at a location relevant to his or

her particular professional interests and produces a final research paper analyzing a field-related issue or problem through the lens of his or her academic work in writing and rhetoric. Three credits.

**English 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. 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.

**English 197, 198 Independent Study**

*Prerequisite:* Permission of the Chair and the Dean

Independent studies in areas of specialized interest are available. Three credits per semester.

**English 200 Series**

*Prerequisites:* Any two courses from English 61-64  
Offered every semester

Courses in this series emphasize nontraditional subject matter and approaches to literature and vary from semester to semester. Previous topics have included Asian/Asian-American Writers, Latin American Women Writers, Science Fiction, Representations of Women in Literature, Constructions of Masculinity in Black Literature, Africa in the British Imagination, and Hispanic-American Fiction. May be taken in subsequent semesters for credit when course content differs. Three credits per course.

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## English Language Institute

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The English Language Institute provides English language instruction to international students and non-English-speaking members of the community. See p 25.

**IEP 123 Intensive English**

*Non-credit Fee:* \$2,025.00  
*Prerequisite:* By placement examination and permission of the Dean  
Offered every semester

An intensive course designed for non-native speakers of English who wish to

improve their English language skills. Twenty hours of intensive work per week are provided in the skills of listening, reading, writing and grammar. Students are also required to spend at least ten additional hours per week being tutored in the language laboratory, attending the ESL computer class and participating in language skills workshops. A minimum of 450 hours of instruction per semester is required. Twelve non-credit remedial class hours per week. Pass/Fail only. Non-credit.

**IEP 123a Semi-intensive English**

*Non-credit Fee:* \$ 1012.50  
*Prerequisite:* By placement examination and permission of the Dean  
Offered every semester

An intensive course designed for non-native speakers of English who need to improve their grammar and writing skills. Ten hours of intensive work are provided in grammar and writing. Students are also required to spend at least ten additional hours per week being tutored in the language laboratory, the ESL computer class and at language skills workshops. A minimum of 300 hours of instruction per semester is required. Six non-credit remedial hours per week. Pass/Fail only. Non-credit.

**IEP 123b Reading and Vocabulary**

*Non-credit Fee:* \$506.25  
*Prerequisite:* By placement examination and permission of the Dean  
Offered every semester

An intensive reading course designed to improve the non-native student's vocabulary, reading speed and comprehension. Five hours per week of intensive work are provided in reading. Students are also required to spend at least ten additional hours per week being tutored in the language laboratory, the ESL computer class and at language skills workshops. A minimum of 200 hours of instruction per semester is required. Three non-credit remedial hours per week. Pass/Fail only. Non-credit.

**IEP 200 Intensive English for International Students**

*Special Fee:* \$2,025.00  
Offered every semester

An intensive course designed for international students (F-1 visas students) who wish to improve their English language skills. Twenty hours of intensive work per week are provided in the skills of conversation, listening, reading, writing and grammar. Students are also required to spend at least ten hours per week being tutored in the language laboratory, attend-

ing the ESL computer classes and participating in language skills workshops. Twelve non-credit remedial class hours per week. Pass/Fail only. Non-credit.

## Finance

### Finance 101

#### Financial Markets and Institutions

*Prerequisites:* Accounting 101, Mathematics 16  
Offered every semester

This course is designed to familiarize students with the U.S. financial system — its financial institutions, financial markets, and financial instruments and its relationship to the aggregate economy — with which the manager must interact when making financial or investment decisions on behalf of companies, non-profit institutions, government agencies or individuals. Three credits.

### Finance 102

#### Introduction to Corporate Finance

*Prerequisites:* Finance 101  
Offered every semester

This course is designed to familiarize students with the theory of value and financial decision making in the firm relating to financial analysis and planning, working capital management, investing in fixed assets, and the long-term financing of assets — concepts that apply to any type of company or non-profit institution. Three credits.

### Finance 115

#### Analysis of Financial Statements

*Prerequisites:* Finance 102, Accounting 102  
Offered every semester

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. Three credits.

### Finance 125 Financial Strategies in an Uncertain Economy

*Prerequisites:* Finance 102, Quantitative Analysis 128  
Offered every Spring

This course examines the problems of making major financial decisions in a dynamic, uncertain environment. External variables from financial mar-

kets, 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. Three credits.

### Finance 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 take a comprehensive examination (or both) in addition to all other course requirements. One credit to three credits.

### Finance 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, 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. Three credits per semester.

### Finance 403 Security Analysis

*Prerequisites:* Finance 102, Quantitative Analysis 128  
Offered every Fall

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. Three credits.

### Finance 404 Portfolio Management

*Prerequisites:* Finance 101, 102, 121, Quantitative Analysis 129  
Offered every Spring

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. Three credits.

### Finance 405 Corporate Financial Policies

*Prerequisites:* Finance 102, Quantitative Analysis 128  
Offered every Fall

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. Three credits.

### Finance 407 Financial Management of Banks

*Prerequisites:* Finance 125  
Offered on occasion

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. Three credits.

### Finance 409 International Finance

*Prerequisites:* Finance 102  
Offered on occasion

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. Three credits.

### Finance 410 International Banking

*Prerequisites:* Finance 101, 102  
Offered on occasion

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. Three credits.

**Finance 450 Seminar: Current Topics in Finance**

*Prerequisite:* Finance 125  
Offered every Spring

Advanced financial topics are explored. Required for all finance majors. Three credits.

## Foreign Languages and Literature

Students who wish to continue a language studied in high school and students who have some background in the language they wish to study must contact the department regarding placement. Students whose native language is not English may not enroll in introductory courses in their native language.

### French

**French 11, 12 Introductory French I, II**

*Special Fee:* \$60.00 per semester  
*Prerequisite:* French 11 or the equivalent is a prerequisite for French 12.  
Offered every semester

Introductory speaking, reading and understanding French with emphasis on contemporary culture. Three credits per semester.

**French 31, 32 Intermediate French**

*Prerequisite:* French 12 or permission of the Department  
Offered on sufficient demand

Continued emphasis on speaking, reading, writing and understanding French through modern readings. Three credits per semester.

**French 50, 51**

**French for French-Speaking Students**  
Offered on sufficient demand

This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability. Three credits per semester.

**French 101, 102**

**Introduction to French Literature**

*Prerequisite:* Permission of the Department  
Offered on sufficient demand

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.  
Three credits per semester.

**French 105 History of Contemporary French Civilization**

*Prerequisite:* Permission of the Department  
Offered on sufficient demand

A study of contemporary French civilization with emphasis on patterns of French life and culture viewed against a changing social and intellectual background. Three credits.

**French 195, 196 Honors Study**

Independent work for superior students in French. Offered under the guidance of a Faculty Member. Department permission required. Three credits.

### Italian

**Italian 11, 12 Introductory Italian I, II**

*Special Fee:* \$60.00 per semester  
*Prerequisite:* Italian 11 is a prerequisite for Italian 12  
Italian 11 offered every Fall  
Italian 12 offered every Spring

Introductory speaking, reading and understanding Italian with emphasis on contemporary culture. Three credits per semester.

**Italian 31, 32 Intermediate Italian I, II**

*Prerequisite:* Italian 12 or the equivalent  
Offered on sufficient demand

Continued emphasis on speaking, reading and understanding Italian through modern readings. Three credits per semester.

### Russian

**Russian 200 Russian Short Stories and Novellas of the Nineteenth Century**

*Prerequisite:* Successful completion of Russian exemption examination or special permission of the Department  
Offered every other Fall

A study of the development and evolution of the nineteenth-century Russian short story and its relationship to other literary genres. Analysis of various texts and readings from Russian short story writers of the period. Conducted in Russian. Three credits.

**Russian 201 Russian Short Stories and Novellas of the Twentieth Century**

*Prerequisite:* Successful completion of Russian exemption examination or special permission of the Department  
Offered every Spring

A study of the development and evolution of the modern Russian short story and its relationship to other literary genres. Analysis of various texts and readings from Russian short story writers of the twentieth century. Conducted in Russian. Three credits.

**Russian 210 Nineteenth-century Russian Masterpieces through Reading and Film**

*Prerequisite:* Successful completion of Russian-exemption examination or special permission of the Department  
Offered every other Fall

A study of the important works by major Russian writers of the nineteenth century and their screen adaptations. Conducted in Russian. Three credits.

**Russian 211 Twentieth-century Russian Masterpieces through Reading and Film**

*Prerequisite:* Successful completion of Russian-exemption examination or special permission of the Department  
Offered every other Spring

A study of the important works by major Russian writers of the twentieth century and their screen adaptations. Conducted in Russian. Three credits.

**Russian 195, 196 Honors Study**

Independent work for superior students in Russian under the guidance of a faculty member. Department permission required. Three credits per semester.

### Spanish

**Spanish 11, 12 Introductory Spanish I, II**

*Special Fee:* \$55.00 per semester  
*Prerequisite:* Spanish 11 or the equivalent is a prerequisite for Spanish 12  
Offered every semester

Introductory speaking, reading, writing and understanding Spanish. Three credits per semester.

**Spanish 31, 32 Intermediate Spanish**

*Prerequisite:* Spanish 12 or permission of the Department  
Spanish 31 offered every Fall  
Spanish 32 offered every Spring

Continued emphasis on speaking, reading, writing and understanding Spanish. Three credits per semester.

**Spanish 50, 51 Spanish for Spanish-Speaking Students**  
Spanish 50 offered every Fall  
Spanish 51 offered every Spring

This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability. Three credits per semester.

**Spanish 100 Spanish Conversation**  
*Prerequisite:* Placement exam required and permission of the Department  
Offered on occasion

Intensive practice in the spoken language based on contemporary Spanish and Latin American texts and current publications. Three credits.

**Spanish 101**  
**Readings in Spanish Literature**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

An introduction to literary movements and genres from the Medieval period to the present. Conducted in Spanish. Three credits.

**Spanish 103 Advanced Conversation and Composition**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

Intensive oral and written work to develop ease and style in writing and speaking Spanish. Three credits.

**Spanish 105 The Hispanic World**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

A study of the ethnic, social, political and artistic development of the Spanish-speaking world. Conducted in Spanish. Three credits.

**Spanish 119**  
**Modern Spanish Literature Since 1890**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

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. Three credits.

**Spanish 133**  
**Readings in Spanish-American Literature**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

Readings of representative works by Spanish- American authors from the Colonial period to the present. Conducted in Spanish. Three credits.

**Spanish 137**  
**Contemporary Puerto Rican Literature**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish. Three credits.

**Spanish 138 The Contemporary Latin American Novel**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

Reading and discussion of the contemporary novel. Conducted in Spanish. Three credits.

**Spanish 139 Outstanding Women Writers of the Spanish-Speaking World**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

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. Three credits.

**Spanish 140 Literature of Social Protest and Revolution**  
*Prerequisite:* Permission of the Department  
Offered on a rotating basis

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. Three credits.

**Spanish 195, 196 Honors Study**

Independent work under the guidance of a member of the faculty. Permission of the Chair of the Department and the Dean required. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

**Spanish 200 Spanish Translation I**  
*Prerequisite:* Permission of the Department  
Offered on occasion

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. Three credits.

**Spanish 201 Spanish Translation II**  
*Prerequisite:* Permission of the Department  
Offered on occasion

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. Three credits.

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## French

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(See Foreign Languages and Literature.)

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## Freshman Year Program

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**Orientation Seminar 1**  
**The University — Discovery and Change**  
Offered every Fall and Spring

All incoming freshman are programmed for this 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. One credit.

**Coop 1: Career Readiness**  
(Formerly Orientation Seminar 2)  
*Prerequisites:* Orientation Seminar 1, English 16 or the equivalent, or permission of the Director  
Offered every semester

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. This course is also the prerequisite to participate in the Cooperative Education program, which offers student internships and part-time jobs related to their intended career. Open to upper-Freshmen through upper-Senior. One credit.

## Higher Education Opportunity Program (HEOP)

The following workshops, offered each Fall and Spring semester and each summer to students enrolled in the Higher Education Opportunity Program, supplement English, mathematics, and science classes. Pass/Fail only or letter grade, as indicated.

### Writing Workshop 1

A support class for students enrolled in English 13, designed to make writing a more natural and less overwhelming process. Pass/Fail. Non-credit.

### Writing Workshop 2

A support class for students enrolled in English 14. Includes weekly sessions on compositional forms with an introduction to the fundamentals of incorporating sources into text and documentation. Pass/Fail. Non-credit.

### Writing Workshop 3

A support class for students enrolled in English 16, emphasizing word processing, point-of-view, and the basics of research, plagiarism and documentation. Pass/Fail. Non-credit.

### Writing Workshop 4

A support class for students enrolled in the Core Seminar. Emphasizes the research process: narrowing a topic; formulating and revising a thesis; using electronic resources, including library sessions; documentation styles and plagiarism, and drafting and revision. Pass/Fail. Non-credit.

### Mathematics Workshop 1

Fundamental concepts of arithmetic with word problem solving. Prepares students for a constructive reading of mathematical problems. Letter grade and U grade only. Non-credit.

### Mathematics Workshop 9

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. Non-credit.

### Mathematics Workshop 3x Intermediate Algebra Problem-Solving Workshop

A support class for students enrolled in Math 10. Includes graphing and equation of a line, solving systems of equations, operations on rational expressions, roots and radicals, logarithmic and exponential functions. Pass/Fail only. Non-credit.

### Mathematics Workshop 4x Calculus Problem-Solving Workshop

A support class for students enrolled in Math 40. Includes complex numbers, functions and graphs, rational functions, logarithmic and exponential functions, trigonometry, limits of functions, derivatives and integrals. Pass/Fail only. Non-credit.

### Mathematics Workshop 6x Use of Calculator Problem-Solving Workshop

A support class for students enrolled in Math 15. Application to statistics and numerical techniques. Pass/Fail only. Non-credit.

### Mathematics Workshop 7x Pre-Calculus Problem-Solving Workshop

A support class for students enrolled in Math 30. Includes operations in real and complex systems, algebraic and trigonometric functions, relations and inequalities. Pass/Fail only. Non-credit.

### Mathematics Workshop 9x Statistics Problem-Solving Workshop

A support class for students enrolled in Math 100 and QA 128. Includes practice on sampling techniques, estimation and hypothesis testing, the Chi-square test, regression and correlation. Pass/Fail only. Non-credit.

### Mathematics Workshop 16x

A support class for students enrolled in Mathematics 16; emphasizing matrix algebra, geometric approach to linear programming, Bayer's formula and expected values, simple and compound interest and annuities, accounting techniques, permutation and combination. Pass/Fail only. Non-credit.

### Science Workshop 1A Natural Science Fundamentals

The fundamental concepts of biology, chemistry and physics, designed to increase the student's science vocabulary and study skills. Two class hours and one laboratory hour per week. Pass/Fail only. Non-credit.

### Science Workshop 2A General Biology Workshop

A support class for students enrolled in Biology 3 and 4, designed for academic reinforcement of classroom and laboratory material. Two hours per week. Pass/Fail only. Non-credit.

### Science Workshop 3A General Chemistry Problem-Solving Workshop

A support class for students enrolled in Chemistry 3 and 4, designed for academic reinforcement of classroom material. Students practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

### Science Workshop 4A General Chemistry Problem-Solving Workshop

A support class for students enrolled in Chemistry 3x and 4x, designed for academic reinforcement of classroom material. Students practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

### Science Workshop 5A Physics Problem-Solving Workshop

A support class for students enrolled in Physics 31 and 32, designed for academic reinforcement of classroom material. Students practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

### HEOP Summer Program – 6 weeks

*The following courses, offered every summer for six weeks, are restricted to students enrolled in the Higher Education Opportunity Program.*

**University Orientation**

An introduction to the University, including study skills and time management, test-taking techniques, career planning and accessing University resources. In addition, students participate in cultural trips and health and community awareness workshops. Four lecture hours per week. Pass/Fail/U only. Non-credit.

**Computer Skills Workshop 1**

An introduction to the fundamental functions of an IBM personal computer, including WordPerfect and the Internet. Four lecture/laboratory hours per week. Pass/Fail/U only. Non-credit.

**English 1A**

A basic writing/reading course, especially suitable for nonnative speakers, in which students learn the writing process and perfect proofreading skills. The reading component includes varied works of fiction and autobiography. Students work in groups and participate in a dialogue journal. Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

**English 2A**

A basic writing/reading course in which students learn the writing process and refine proofreading skills. The reading component includes varied works of poetry, fiction and autobiography. Students work in groups and participate in a dialogue journal. Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

**English 3A**

An advanced basic reading/writing course which anticipates the Core Seminar. Students learn the writing process, experiment with points of view, and consider the idea of human. Principles of research and documentation are emphasized, with a focus on avoiding plagiarism. Students work in groups and participate in a dialogue journal. Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

**English 1R**

A basic reading/writing course, emphasizing reading as an active process. Students focus on reading strategies to become better analysts of written texts and develop a better understanding of both

the reading and the writing process. Students work in groups and participate in a dialogue journal. Six lecture hours, two laboratory hours per week. Letter grade and U. Non-credit.

**Essential Mathematics 1A**

Basic arithmetic operations of whole numbers, decimal numbers and percentages. Intended to help build students' skills in reading and solving word problems. Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

**Essential Mathematics 2A**

Fundamental arithmetic operations (fractions, mixed numbers, decimal numbers and percentages) and elementary algebra (signed numbers, collecting like terms, evaluating expressions, exponents and solving equations and inequalities). Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

**Essential Mathematics 3A**

Intermediate algebra (graphing linear equations, solving equations with two unknowns, operations on polynomials, logarithmic and exponential functions). Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

**Essential Mathematics 4A**

An introduction to pre-calculus, covering fundamental concepts of sets, the real and complex systems, and algebraic functions (domain, range and composition of functions). Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

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**History**


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*History 1 and 2 are prerequisites for all advanced History courses. It is strongly advised that History 1 be taken before History 2. History 100 is required of all History majors.*

**History 1**  
**History of Civilizations to 1500**  
 Offered every semester

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. Three credits.

**History 2**  
**History of Civilizations Since 1500**  
 Offered every semester

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. Three credits.

**I. American History**

**History 100 The American Experience**  
 Offered every third semester; Offered Spring 2008

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. Three credits.

**History 103 The Colonial Period in American History**  
 Offered on occasion

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. Three credits.

**History 104**  
**The American Frontier 1830-1914**  
 Offered on occasion

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. Three credits.

**History 105**  
**American Intellectual History**  
 Offered on occasion

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. Three credits.

**History 107 The Gilded Age and the Progressive Era in America**  
Offered on occasion

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. Three credits.

**History 108  
The United States in the Twentieth Century**  
Offered on occasion

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. Three credits.

**History 109  
Depression and Wartime America as Reflected in the Hollywood Film**  
Offered on occasion

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. Three credits.

**History 110  
American Economic History**  
For course description, see Economics 110. Three credits.

**History 114  
American Social History to 1890**  
Offered on occasion

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, gen-

der, religion, culture, education, sports and community organizations. Three credits.

**History 115  
American Social History Since 1890**  
Offered on occasion

A continuation of the themes of History 114 in America since 1890. Three credits.

**History 116  
African-American History**  
Offered on occasion

The history of the black people of America from their African origins to the present, stressing themes of accommodation, protest and self-determination. Three credits.

**History 117  
The United States in the 1960s**  
Offered on occasion

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. Three credits.

**II. European History**

**History 120 The Middle Ages**  
Offered on occasion

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. Three credits.

**History 124  
The Beginnings of the Modern World**  
Offered on occasion

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. Three credits.

**History 125 The Western Impact on the World, 1789-1914**  
Offered on occasion

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. Three credits.

**History 126 European Civilization in the Twentieth Century**  
Offered Fall 2007

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. Three credits.

**History 131 Historical Development of the European Economy**  
(Same as Economics 131)  
Offered on occasion

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. Three credits.

**History 133 Modern Britain**  
Offered on occasion

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. Three credits.

**III. African, Eurasian, and Latin American History**

**History 141 The Ancient World**  
Offered on occasion

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 govern-

ment and society, the spread of commerce, the place of art and architecture in public and private life, and the various roles of women. Three credits.

#### **History 144**

##### **East Asia: The Modern Period**

Offered every two years

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. Three credits.

#### **History 145 Early African Civilization**

Offered on occasion

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. Three credits.

#### **History 146 Topics in African History**

Offered on occasion

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. Three credits.

#### **History 147 The History of Russia**

Offered on occasion

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. Three credits.

#### **History 156**

##### **History of Puerto Rico and the Caribbean**

Offered on occasion

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. Three credits.

#### **History 157 History of Latin America**

Offered on occasion

A survey of the history of Latin America,

including both the colonial and the national periods. Three credits.

#### **History 158**

##### **American Foreign Relations: Since 1789**

Offered on occasion

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. Three credits.

#### **History 159**

##### **History of the Contemporary World**

Offered on occasion

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. Three credits.

#### **IV. Social and Comparative History**

##### **History 164 Women in History**

Offered Spring 2008

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. Three credits.

##### **History 165 The Family, Sex, and Marriage in Modern History**

Offered on occasion

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. Three credits.

#### **History 166**

##### **The City in Modern History**

Offered on occasion

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. Three credits.

#### **History 167 War in Modern Society**

Offered on occasion

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. Three credits.

#### **History 170**

##### **Women, Children and the State**

Offered on occasion

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. Three credits.

##### **History 175 The Social History of Sports: A Search for Heroes**

Offered on occasion

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. Three credits.

#### **History 176 Psychohistory**

Offered on occasion

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, Mazlish, Erikson and Bion are examined. Three credits.

**History 180**  
**Culture and Society in Humor**  
 Offered on occasion

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. Three credits.

**History 190, 191 Colloquium**  
*Prerequisite:* Nine credits of advanced work in History  
 Offered as a tutorial with department approval

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.

**History 193**  
**Social Science Research Seminar**  
 Offered every Spring

For juniors and seniors majoring in the Social Sciences or 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. Three credits.

**History 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. Three credits per semester.

**V. Graduate Courses**

Open to qualified undergraduate students with the permission of the Department Chair  
 (For course descriptions, see Graduate Studies Bulletin.)

**History 500 Germany, 1870-1945, from Unification to Disintegration**  
 Offered every two years

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

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

**History 520 New Perspectives in American History**  
 Offered on occasion

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

**History 535 The Holocaust**  
 Offered Fall 2004

**History 550**  
**Main Topics in World History**  
 Offered on occasion

**History 565**  
**Latin America and World History**  
 Offered every two years

**History 580 History of Labor**  
 Offered on occasion

**History 583**  
**The History of the City of New York**  
 (same as Urban Studies 583)  
 Offered on occasion

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## Humanities

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**Humanities 101**  
**Women in Culture and Society**  
*Prerequisites:* English 16 and Core Seminar  
 Offered every semester

Taught with either a U.S. 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 gendered violence will be investigated as students are introduced to the basic concepts of feminist history, thought, and practice. Consistent attention will be paid to the differences among women based on race, national identity, class, ethnicity, sexuality, able-bodiedness, and age. Readings are supplemented by films and guest speakers. Fulfills requirements for the Gender Studies minor. Three credits.

**Humanities 102 Theories of Feminism**  
*Prerequisites:* English 16 and the Core Seminar  
 Offered on occasion

An attempt to define what feminism is by exploring different analyses of the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/ liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for the Gender Studies minor. Three credits.

**Humanities 103 Cross-Cultural Perspectives on Gender and Sexuality**  
*Prerequisites:* English 16 and the Core Seminar  
 Offered on occasion

An introduction to issues involved in the social and historical construction of gender and sexuality using cross-cultural and interdisciplinary approaches. Topics include the uses and limits of biology in explaining sex/gender differences, varieties of sexual experience, supernumerary genders, hetero-/bi-/homo-sexualities, gender politics and social change, and the intersection of gender, race and class. Fulfills requirements for the Gender Studies minor. Three credits.

**Humanities 104**  
**Gender and Knowledge**  
*Prerequisites:* English 16 and the Core Seminar  
 Offered Fall 2004

An examination of the relationship between gender and knowledge from Western and non-Western perspectives. Topics include different ideas about the ability of women to acquire knowledge throughout history, studies on gender differences in moral development, scientific theories about women's and men's intellectual abilities, and related topics. Fulfills requirements for the Gender Studies minor. Three credits.

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## Italian

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(See Foreign Languages and Literature.)

## Journalism

### **Journalism 100 History of the Press** Offered every Spring

The history of journalism from European and Colonial roots to the contemporary American scene in relation to relevant economic, social and cultural currents, particularly during periods of transition and crisis. Three credits.

### **Journalism 101 The Law of Communications** Open only to juniors and seniors or with permission of instructor Offered every Fall

An examination 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. Three credits.

### **Journalism 102 The Press in a Democratic Society** Offered on demand

The role, impact and responsibilities of journalists and mass media in a free society. Recommended for juniors and seniors. Three credits.

### **Journalism 103 Public Opinion and Advocacy Journalism** Offered on demand

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. Three credits.

### **Journalism 104 Publishing**

For course description, see Media Arts 104. Three credits.

### **Journalism 105 Mass Media and Minorities** Offered on demand

An overview of minority publications in the United States with attention to prominent figures and issues addressed during critical eras. Consideration of the influence of the ethnic press; ethical problems encountered in reporting; and issues of prejudice, poverty and race as

reported in the mass media. Examination of contemporary social science research and governmental findings on media coverage, violence and race. Three credits.

### **Journalism 107 International Newsgathering Systems** Offered every Spring

Development, practices and concepts of the foreign press and international communications. Consideration of such structures as social institutions and their role in the press systems of developing countries. History of media in authoritarian systems; existing techniques of control; and political, economic, legal and cultural barriers that inhibit freedom and the dissemination of information. Review of communication channels and interactive media that open or restrict the information flow in our global telecommunications grid. Three credits.

### **Journalism 109 Mass Media and Culture** Offered on demand

Examination of how mass media portray and are influenced by popular and folk cultures. Students survey historical, theoretical and empirical data concerning the relationships between media and artifacts of mass culture. Various cultural manifestations, such as supermarket tabloids, and unofficial forms of expression, such as rumor cycles, are studied to determine how the media both initiate and report the expression of various regional and social groups. Three credits.

### **Journalism 110 Case Studies in International Newsgathering Systems** Offered on demand

With a variety of systems in a changing world, case studies in international newsgathering are designed to zero in on specific problems of press freedom under different political systems. Press function and censorship in non-Western countries and press-public relations in other systems form the core of the course. Three credits.

### **Journalism 111 Photojournalism** *Special Fee: \$60.00*

For course description, see Media Arts 111. Three credits.

### **Journalism 118 Media Management** Offered on demand

The course concentrates on the business and management side of large media

organizations as well as special interest and foreign language publications. Focus is on new management concepts and new solutions to the complex problems facing today's media organizations. Specific areas addressed include administrative service, management planning systems, corporation strategy and collective bargaining. Three credits.

### **Journalism 119 News Writing** (Same as English 126) *Special Fee: \$70.00* *Prerequisite: English 16* Offered every semester

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. Three credits.

### **Journalism 120 Introduction to Mass Communication** Offered every semester

An introduction to the fields of print, electronic and interactive New Media. Students are exposed to media theory and to a critical approach to the function of mass communications in American society. They examine the role of newspapers, magazines and books, as well as film, recording and broadcasting. The impact of cable TV, personal computers, New Media and other new communication technologies receives special attention. The course also reviews persuasive uses of mass media in politics, advertising and public relations. Three credits.

### **Journalism 122 Magazine Journalism I: Article Writing** *Prerequisite: Journalism 119 or Junior or Senior standing* Offered every Fall

Students learn to develop and research feature article ideas, make subjects come alive, and angle their work toward popular and specialized publications. Three credits.

### **Journalism 126 Advertising I: Principles** (Same as Media Arts 126) Offered every Fall

An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business — print, radio, television, agency operations and research. Three credits.

**Journalism 129 Broadcast Journalism I: Radio Journalism**

(Same as Media Arts 129)

*Prerequisite:* Journalism 119/English 126, Media Arts 101 or permission of the Department  
Offered on demand

An applied course that allows students to develop the skills to research, write, produce and present news reports, features and documentaries for radio. Three credits.

**Journalism 130 Broadcast Journalism II: Television News Writing**

(Same as Media Arts 130)

*Special fee:* \$60.00

*Prerequisite:* Journalism 119/English 126, Media Arts 102, 106 or permission of the Department  
Offered on demand

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. Three credits.

**Journalism 131 History of Broadcasting**

For course description, see Media Arts 109. Three credits.

**Journalism 135 News Reporting I**

*Prerequisites:* Core Seminar 50, and Journalism 119  
Offered every Fall

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. Three credits.

**Journalism 136 News Reporting II**

*Prerequisite:* Journalism 135  
Offered every Spring

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. Three credits.

**Journalism 137 News Editing and Makeup**

Offered every Fall

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. Three credits.

**Journalism 138 Computer-Assisted Reporting**

(Same as Media Arts 141)

*Prerequisite:* Journalism 119/English 126 or permission of the Department  
Offered every Spring

An introduction to the techniques of computer-assisted reporting and the use of the Internet, the World Wide Web and a variety of databases used by reporters. The use of spreadsheets in organizing raw data is explained. Students develop search strategies by undertaking their own investigative projects. The course also examines the legal and ethical problems posed by computer-assisted reporting as well as its impact on contemporary journalism. Three credits.

**Journalism 143 Magazine Journalism II: Editing and Production**

Offered every Spring

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. Three credits.

**Journalism 145 Public Relations I: Introduction**

(Same as Media Arts 153.1)  
Offered every Spring

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. Three credits.

**Journalism 146 Public Relations II: Case Studies**

(Same as Media Arts 153.2)

*Prerequisite:* Journalism 119 or equivalent  
Offered every Fall

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. Three credits.

**Journalism 147 Public Relations III: Sports Information and Public Relations**

(Same as Media Arts 140)

*Prerequisite:* Journalism 119/English 126 or permission of the Department  
Offered every Fall

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. Three credits.

**Journalism 150 Workshop in Advanced Writing**

For course description, see English 103. Three credits.

**Journalism 151 Sports Reporting**

(Same as Media Arts 151)

*Prerequisite:* Journalism 119 or Media Arts 150 or permission of the Department  
Offered every Spring

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. Three credits.

**Journalism 152 Business Reporting**

*Prerequisite:* Journalism 119/English 126 or permission of the Department  
Offered every Spring

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 financial electronic newsletters and webzines play is examined. The primary focus is on developing the ability to report business news for a mainstream audience. Three credits.

**Journalism 153  
Medical and Scientific Writing**

*Prerequisites:* Completion of English skills and science core requirements or equivalent  
Offered on occasion

Students learn how to interpret and report medical research and scientific technology for popular and specialized publications. Emphasis is on converting technical information into news and feature articles for consumers and professionals. Three credits.

**Journalism 156.1 Video Journalism I**  
(Same as Media Arts 156.1)

*Special fee:* \$60.00

*Prerequisites:* Media Arts 102 or 106, Journalism 119 or English 126, and Journalism 130  
Offered every Spring

An intermediate course that trains students to function as video journalists, integrating television production with newswriting skills. Using a digital camcorder and non-linear editing equipment, students learn both the technical and the aesthetic aspects of "VJ" shooting and how to combine in-class news acquisition principles with field application. Three credits.

**Journalism 156.2 Video Journalism II**  
(Same as Media Arts 156.2)

*Special fee:* \$60.00

*Prerequisite:* Journalism 156.1  
Offered on demand

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. Three credits.

**Journalism 157  
Advertising II: Creative Aspects**  
(Same as Media Arts 157)

*Prerequisites:* Journalism 119 or Media Arts 150  
Offered every Spring

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. Three credits.

**Journalism 160 Cooperative Training**

*Prerequisite:* Permission of Department Chair  
Offered every semester

Journalism majors engage in on-the-job study projects under the supervision of the Department. This course may be taken for four semesters. Pass/Fail only. One credit per semester.

**Journalism 161, 162  
Campus News Media Internship**

*Prerequisites:* Journalism 119, 135, and permission of Department Chair  
Offered every semester

Journalism majors work as interns on Seawanhaka and other campus news media, with emphasis on publishing their own work. This course provides academic recognition for applied journalistic achievement. Three credits per semester.

**Journalism 195, 196 Honors Study**

Honors Study is designed to give outstanding students an opportunity to pursue 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 3.0 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.

**Journalism 197, 198 Independent Study**

*Prerequisite:* Permission of the Department Chair and the Dean

Research on mass media topics. Three credits per semester.

**Journalism 200 Series**

Offered on occasion

New Journalism courses on an experimental basis and specialized courses based on the availability of visiting scholars and journalism professionals. Three credits per course.

**Journalism 222 Mass Communications and New Media in Society**

(Same as Media Arts 222 and Speech 222)

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. Not open to Freshmen. Three credits.

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## Law

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**Law 101 Introduction to Law and Legal Reasoning**

Offered every semester

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. Three credits. (45 CPE credits)

**Law 102**

**The Legal Environment of Business**

*Prerequisite:* Law 101  
Offered every semester

Personal and real property law. The study of partnerships, limited liability companies, corporations, bailments and other forms of business organization, including an introduction to securities law. Also covered are insurance, suretyship, bankruptcy, estates and trusts, and an accountant's professional responsibility. Three credits. (45 CPE credits)

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## Linguistics

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**Linguistics 101**

**The Science of Language**

(Same as Teaching and Learning 260)  
Offered on occasion

The fundamental concepts of modern linguistics as well as the basic techniques used in analyzing language at the phonological, morphological, syntactic and lexical levels; how those aspects of language influence the teaching-learning process; and educational issues related to language differences. Three credits.

## Management

### Management 101 Principles of Management

Offered every semester

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. Three credits.

### Management 131 Managerial Communication

*Prerequisites:* Core Seminar 50, Speech 3  
Offered every semester

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. Three credits.

### Management 150 Service Firm Planning

*Prerequisite:* Management 101  
Offered every semester

The management process of setting an organization's goals and the development of strategic and operational plans to accomplish those objectives effectively and efficiently is taught in this course, which views the firm as a single system. Forecasting techniques, long-range and short-range planning, the goal congruence of subsystems, allocation of resources, managerial budgeting, organizational relationships, and methods to evaluate and control financial and non-financial performances are stressed. Three credits.

### Management 151 Managerial Planning and Control II

*Prerequisites:* Management 101, 150  
Offered every semester

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. Three credits.

### Management 152 Organizational Behavior

*Prerequisite:* Management 101  
Offered every semester

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. Three credits.

### Management 153 Operations Management

*Prerequisite:* Management 101  
Offered every semester

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. Three credits.

### Management 154 Decision Making

*Prerequisite:* Management 101  
Offered every semester

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. Three credits.

### Management 155 Human Resources Management

*Prerequisite:* Management 101  
Offered every semester

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. Three credits.

### Management 156 Managerial Systems Analysis

*Prerequisites:* Management 101  
Offered on occasion

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. Three credits.

### Management 157 Seminar in Management Problems

*Prerequisites:* Management 150, 151  
Offered every spring

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. Three credits.

### Management 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 take a comprehensive examination (or both) in addition to all other course requirements. One credit to three credits.

### Management 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 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. Three credits per semester.

### Management 405 Creating and Managing a Small Business

*Prerequisites:* Management 101, Accounting 102, Marketing 101  
Offered on occasion

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. Three credits.

## Marketing

### Marketing 101 The Fundamentals of Marketing

Offered every semester

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. Three credits.

### Marketing 125 Consumer Behavior

Offered every semester

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. Three Credits.

### Marketing 131 Marketing Research: Its Planning, Techniques and Evaluation by Management in the Solution of Marketing Problems

*Prerequisite:* Marketing 101  
Offered every semester  
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. Three credits.

### Marketing 133 Advertising and Promotion: Mass Communication Principles and Practices

*Prerequisite:* Marketing 101  
Offered on occasion

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. Three credits.

### Marketing 134 Advertisement Management: Planning, Evaluation and Decision Making

*Special Fee:* \$30.00  
*Prerequisite:* Marketing 101  
Offered on occasion

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. Three credits.

### Marketing 135 e-Marketing

Offered on occasion

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. Three credits.

### Marketing 137 Advanced Market Research

*Prerequisites:* Marketing 131  
Offered on occasion

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. Three credits.

### Marketing 138 International Marketing

*Prerequisite:* Marketing 101  
Offered on occasion

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. Three credits.

### Marketing 141 Sales Management

*Prerequisite:* Marketing 101  
Offered every semester

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. Three credits.

### Marketing 142 Seminar in Marketing Problems

*Prerequisites:* Marketing 101, 125, and 131  
Offered on occasion

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. Three credits.

### Marketing 143 Healthcare Marketing

Offered on occasion

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. Three credits.

**Marketing 144 Sports Marketing**  
Offered on occasion

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 and provide sports products that satisfy their needs. This will include the role of major corporations in sponsorships, team and event promotions, and advertising in mass media such as national TV networks, cable TV and the Internet. Three credits.

**Marketing 145 Telecommunications: Marketing in the Information Age**  
*Prerequisite:* Marketing 101  
Offered on occasion

An exploration of the effect of the Information Age on the management of ideas, products and services. A major consideration is the infrastructure implications of telecommunications on new products or services. Also explored is the significance of telecommunications for tomorrow's business environment. Three credits.

**Marketing 146 Fashion Marketing**  
*Prerequisites:* Marketing 121, 131  
Offered on occasion

An overview of the fashion industry in the U.S. and other foreign countries. Areas of study include history, terminology, theories of fashion, and fashion development from concept design to consumer end use. American and European designers, apparel manufacturers, retailers, and fashion marketing practices will be discussed. Three credits.

**Marketing 151 Marketing Strategy**  
Offered on occasion

This course presents the marketing strategy concept as a management tool for

optimizing profitability and long-term goals under uncertainty. It focuses on the marketer's deployment of resources to achieve stated goals in a competitive environment through following a unified, comprehensive, and integrated plan. Topics include environmental scanning, marketing opportunity and performance analysis, competitive forces analysis, brand positioning and management, optimal pricing, and distributions. Three credits.

**Marketing 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 take a comprehensive examination (or both) in addition to all other course requirements. One credit to three credits.

**Marketing 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 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. Three credits per semester.

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## Mathematics

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**Mathematics 10 Basic Mathematics**  
*Prerequisite:* Determined by placement examination or Developmental Skills Mathematics 09  
Offered on demand

College algebra. Algebraic operations; quadratic, exponential and logarithmic

functions; basic geometric topics; right triangle trigonometry. Three credits.

**Mathematics 11y Elementary Mathematics with Applications I**  
*Prerequisite:* Mathematics 10 or equivalent  
Offered on demand

Review of elementary algebra. Linear functions, graphs, slopes, straight lines, inequalities, applications. Matrices, linear systems, determinants. Systems of linear inequalities, linear programming; the graphical method. Quadratic functions, parabolas, applications. Exponential and logarithmic functions. Business mathematics: compound interest, discounts, annuities, depreciation, amortization, sinking funds. Three credits.

**Mathematics 12y Elementary Mathematics with Applications II**  
*Prerequisite:* Mathematics 11y  
Offered on demand

Linear programming: the simplex method. Additional topics on matrices. Differential and integral calculus through the transcendental functions, with various applications. Three credits.

**Mathematics 11z, 12z Fundamentals of Modern Mathematics**  
*Prerequisite:* Mathematics 10 or equivalent. Mathematics 11z is prerequisite to Mathematics 12z. Mathematics 11z offered every Fall. Mathematics 12z offered as a tutorial with permission of the Department

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. Three credits per semester.

**Mathematics 15 Mathematical Tools and Their Use**  
*Prerequisite:* Developmental Skills Mathematics 09 or placement examination  
Offered every semester

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 Mathematics 16 or 11y are exempt from Mathematics 15. Four credits.

**Mathematics 16 Finite Mathematics**

*Prerequisite:* Developmental Skills Mathematics 09 or placement examination

Students who have taken Mathematics 15 or 11y are exempt from Mathematics 16.

Offered every semester

Selected topics from matrix algebra, linear programming, consumer mathematics, probability, theory of games, graphs, and trees. Three credits.

**Mathematics 30**

**Pre-Calculus Mathematics**

*Prerequisite:* Mathematics 10 or exemption therefrom

Offered every semester

Fundamental concepts of sets and the real and complex number systems; algebraic and trigonometric functions and relations; inequalities. Four credits.

**Mathematics 40 Calculus I**

*Prerequisite:* Mathematics 30 or equivalent

Offered every semester

Limits and continuity; analytic geometry; theorems on derivatives and definite integrals; and various applications of such theorems involving exponential, logarithmic, trigonometric and hyperbolic functions. Four credits.

**Mathematics 100**

**Introductory Statistics**

Not open for credit to Mathematics majors

*Prerequisite:* Mathematics 10, 15, or 16

Offered every semester

Sampling techniques, measures of central tendency and variability, probability modes in statistical inference, estimation and hypothesis testing, the Chi-square test, regression and correlation. Three credits.

**Mathematics 101 Calculus II**

*Prerequisite:* Mathematics 40

Offered every Fall

Methods of integration; limits, indeterminate forms; approximations; parametric and polar equations, infinite series. Four credits.

**Mathematics 102 Calculus III**

*Prerequisite:* Mathematics 101

Offered every Spring

Partial differentiation; multiple integration; center of mass, moments of inertia; vectors, solid analytic geometry, line

integrals and Green's Theorem; elementary differential equations. Four credits.

**Mathematics 104**

**Differential Equations**

*Prerequisite:* Mathematics 102

Offered on occasion

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. Three credits.

**Mathematics 105 Applied Mathematics**

*Prerequisite:* Mathematics 102

Offered on occasion

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. Four credits.

**Mathematics 106 Applied Mathematics**

*Prerequisite:* Mathematics 105

Offered on occasion

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. Four credits.

**Mathematics 107 Advanced Calculus**

*Prerequisite:* Mathematics 102

Offered on occasion

The real number system, limits and continuity, differentiation and integration of elementary functions and functions of several variables, curves and surfaces, partial differentiation. Three credits.

**Mathematics 108 Advanced Calculus**

*Prerequisite:* Mathematics 107

Offered on occasion

Multiple integration; infinite and power series; uniform convergence and limits; improper, line, and surface integrals; Fourier series; differential geometry. Three credits.

**Mathematics 111 Complex Variables**

*Prerequisite:* Mathematics 102

Offered on occasion

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. Three credits.

**Mathematics 121**

**Introduction to Modern Algebra**

*Prerequisite:* Mathematics 40

Offered on occasion

A survey of the concepts of modern abstract algebra, including investigation of groups, fields and rings, with special attention to group theory. Three credits.

**Mathematics 122 Linear Algebra**

*Prerequisite:* Mathematics 40

Offered on occasion

Vectors and vector spaces, matrices and determinants, eigenvalues and eigenvectors, linear systems, linear transformations. Three credits.

**Mathematics 123 Advanced Geometry**

*Prerequisite:* Mathematics 40 or, with

approval of the Department,

Mathematics 12

Offered on occasion

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. Three credits.

**Mathematics 124**

**Introduction to Number Theory**

*Prerequisite:* Mathematics 40 or, with

Departmental approval, Mathematics 12

Offered on occasion

Properties of integers, including divisibility and factorization; Euler and other number theoretic functions; theorems of Fermat, Euler and Wilson; primitive roots, quadratic reciprocity. Three credits.

**Mathematics 136 Numerical Analysis**

*Prerequisite:* Mathematics 102

Offered on occasion

Approximating polynomials, numerical solutions to algebraic and transcendental equations, numerical differentiation and

integration, numerical solutions to differential equations. Three credits.

**Mathematics 141 Elements of Probability**

*Prerequisite:* Mathematics 102  
Offered on occasion

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. Three credits.

**Mathematics 142 Statistical Inference**

*Prerequisite:* Mathematics 141  
Offered on occasion

Sampling and sampling distributions, particularly the t and F distributions; point and maximum likelihood estimation; confidence intervals; significance tests; testing hypotheses. Three credits.

**Mathematics 160 Foundations of Mathematics**

*Prerequisites:* Mathematics 105 or 107, and Mathematics 121 or 122  
Offered on occasion

Advanced theory of sets, general topology, and analysis of the real number system. Three credits.

**Mathematics 180 Modern Elementary Mathematics\***

*Prerequisite:* Mathematics 12 or 40 or approval of the Department  
Offered on occasion

This course gives the prospective elementary school teacher the background necessary to teach elementary school mathematics. Subject material includes sets, the set of counting numbers, numeration systems, and subtraction on the set of integers. Three credits.

*\*May not be counted toward the 24 credits of advanced courses required of mathematics majors.*

**Mathematics 190, 191 Directed Reading**

*Prerequisite:* Recommendation by a Department member and approval of the Department

For properly qualified students, members of the Department will direct reading not necessarily associated with any course. 190 – one credit; 191 – two credits. Student may take and receive credit for either 190 or 191, but not both.

**Mathematics 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. Three credits per semester.

Mathematics courses numbered in the 500s and listed below are introductory graduate courses and may be taken by qualified undergraduate students in their senior year with the permission of the Department Chair.

**Mathematics 500**

**Introductory Statistics**

**Mathematics 509 Advanced Geometry**

**Mathematics 510 Number Theory**

**Mathematics 515**

**History of Mathematics**

**Mathematics 520**

**Introduction to Modern Mathematics**

**Mathematics 540**

**Foundations of Mathematics**

**Mathematics 550 Numerical Analysis I**

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**Media Arts**

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**Media Arts 10**

**Introduction to Communication Arts**

*Prerequisite:* Permission of Department Chair  
Offered on occasion

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. Three credits.

**Media Arts 100 Media Aesthetics**  
(Formerly Media Arts 112)

*Special Fee:* \$45.00

*Prerequisite:* English 16

Offered every semester

This required foundation course introduces students to the fundamentals of media arts and visual literacy – light, color, composition, perspective, time, motion and sound – while discussing 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. Three credits.

**Media Arts 101 Audio Production I**

*Special Fee:* \$60.00

Offered every semester

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. Three credits.

**Media Arts 102 Television Production I**

*Special Fee:* \$60.00

Offered every semester

An introduction to the practice and principles of television studio production. This 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. Three credits.

**Media Arts 103 Television Production II**

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 102

Offered every Fall

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. Three credits.

**Media Arts 104 Publishing**

(Same as Journalism 104)

Offered on occasion

A general survey of book, magazine and specialty publishing that treats editorial and economic aspects of the profession. The course is structured in three or four modules, each taught by a professional in the field. Three credits.

**Media Arts 105 Lighting I**

*Special Fee:* \$60.00

*Prerequisite:* Permission of instructor or Department Chair

Offered every semester

A production class exploring the principles of lighting design for photography, film, and video production. 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. Three credits.

**Media Arts 106 Video Workshop I**

*Special Fee:* \$60.00

Offered every semester

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. Three credits.

**Media Arts 107 Digital Audio I**

(Same as Music 175)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 101 or permission of the instructor

Offered every semester

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using the latest version of Digital Performer™ software and hardware. Workshops include computer-based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing, and concepts of electronic music production. There will also be an introduction to signal processing software plug-ins and software based virtual instruments, synthesizer samplers. Weekly individual access to facilities is provided. Three credits.

**Media Arts 108.1 Video Workshop II**

(Formerly Media Arts 108)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 106

Offered every Spring

An intermediate course expanding on the skills and knowledge gained in Video Workshop I. Student crews devise, pro-

duce, direct and edit their own productions. Three credits.

**Media Arts 108.2 Video Workshop III**

(Formerly Media Arts 145)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 108.1

Offered on occasion

An advanced course, expanding on the skills and knowledge gained in Video Workshop II. Focus is on gaining experience and mastery working alongside a variety of professionals in different areas of production: narrative, documentary, commercials, PSAs. Course culminates in a final project of broadcast quality. Three credits.

**Media Arts 109 History of Broadcasting**

(Same as Journalism 131)

Offered every Fall

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. Three credits.

**Media Arts 110 Digital Audio II**

(Same as Music 176)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 107 or permission of the instructor

Offered every Spring

An intermediate-level continuation of Media Arts 107 in a workshop environment. This course continues to explore the technical and creative aspects 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. Three credits.

**Media Arts 111 Photojournalism**

(Same as Journalism 111)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 115 or permission of the instructor

Offered on occasion

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. Three credits.

**Media Arts 113 Media Arts in the Twenty-first Century**

*Special Fee:* \$45.00

*Prerequisite:* Permission of the instructor

Offered on occasion

This course discusses the past, present and future impact of modern media and communication technologies on human society. 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. Three credits.

**Media Arts 114.1 Digital Audio III**

(Same as Music 177.1)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 110 or permission of the instructor

Offered on occasion

An advanced, project-oriented continuation of Media Arts 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. Three credits.

**Media Arts 114.2 Digital Audio IV**

(Same as Music 177.2)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 110 or permission of the instructor

Offered on occasion

An advanced workshop in digital audio, geared towards individualized projects in music production, sound for picture, and sound design with advanced mixing techniques using a 5.1 surround sound recording studio with all the latest hardware and software. The student's final project may be a finished audio master for CD, DVD, soundtrack, dance score, score for a play or an interactive CD-ROM or World Wide Web presentation.

Weekly individual access to studio facilities is provided. Three credits.

**Media Arts 115 Introduction to Photography**

(Same as Art 115)

*Special Fee:* \$60.00

Offered every semester

An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. The Department will supply cameras. Three credits.

**Media Arts 117 Intermediate Photography**

(Same as Art 117)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 115

Offered on occasion

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. Students must have access to a 35mm camera with manual controls. Three credits.

**Media Arts 118 Digital Photography I**

(Same as Art 118)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 115

Offered every semester

An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as an art medium using the 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. Three credits.

**Media Arts 119 Business of Media Arts**

*Special Fee:* \$45.00

*Prerequisite:* Completion of 64 credits

Offered every semester

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. Three credits.

**Media Arts 120 Creative Photography**

(Same as Art 120)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 115 or equivalent; permission of instructor

Offered on occasion

Independent exploratory study and experimentation in advanced non-silver photographic techniques such as: cyanotype, VanDyke brown, kallitype and palladium. Student must have access to a 35mm camera with manual controls. Three credits.

**Media Arts 121 Advanced Photography**

(Same as Art 121)

*Special Fee:* \$60.00

*Prerequisites:* Media Arts 115, 117 or equivalent, or permission of instructor

Offered on occasion

A focus on the development of professional-level mastery in the area of art or commercial photography. Emphasis is on the review of other photographers' work, special assignments, creative range and in-depth critiques. Students may work digitally or in the darkroom, in black-and-white or in color. Three credits.

**Media Arts 122 Digital Photography II**

(Same as Art 122)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 118

Offered every semester

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 creating 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. Three credits.

**Media Arts 123 Studio Photography**

(Same as Art 116)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 115 or equivalent, or permission of instructor

Offered on occasion

An in-depth study of black-and-white studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct light, advanced metering, exposure, portraiture and different tabletop setups. Students must have a 35mm camera with manual controls. Three credits.

**Media Arts 124 Computer Graphics I**

(Same as Art 124)

*Special Fee:* \$60.00

Offered every semester

An introductory level class in 2D computer graphics using Adobe Photoshop™. Students learn and work with basic digital illustration and graphics, such as scanning images, image editing, image manipulation, photo manipulation, typography and image composition. Three credits.

**Media Arts 125 Digital Publishing I**

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 124

Offered once a year

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. Three credits.

**Media Arts 126 Advertising I: Principles**

For course description, see Journalism 126. Three credits.

**Media Arts 127.1, 127.2 Arts Management**

*Special Fee:* \$45.00 for each course

For course description, see Art 127.1, 127.2. Three credits per semester.

**Media Arts 128.1 Introduction to Color Photography**

(Same as Art 128.1)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 115

Offered every Fall

An exploration of color theory, film and darkroom techniques in printing color photographs. Students must have a 35mm camera with manual controls. Three credits.

**Media Arts 128.2 Advanced Color Photography**

(Same as Art 128.2)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 128.1

Offered on occasion

An in-depth study of color photography for the student interested in establishing a personal style and creating a cohesive body of work in color. Students must have a 35mm camera with manual controls. Three credits.

**Media Arts 129 Broadcast Journalism I: Radio Journalism**

For course description, see Journalism 129. Three credits.

**Media Arts 130 Broadcast Journalism II: Television Journalism**

*Special Fee:* \$60.00

For course description, see Journalism 130. Three credits.

**Media Arts 131 2D Computer Animation I**

(Same as Art 124.2)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 124

Offered on occasion

An introduction to basic computer-based animation using two-dimensional graphics, paint, image-editing and animation software. Students work with digital ink & paint, rotoscoping, and motion path-based techniques for character animation and motion graphics. Three credits.

**Media Arts 132 Computer Graphics II**

(Same as Art 125)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 124

Offered every semester

An intermediate-level class covering professional studio techniques in the production of computer-based graphics and imaging projects for screen and print. Special emphasis is placed on digital design principles for still imaging. Three credits.

**Media Arts 133 Digital Illustration I**

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 124

Offered every Spring

An intermediate-level class in the design and creation of computer-based illustration using structured drawing programs. Students work on the computer using illustration techniques for logo design, technical drawing and poster design. Three credits.

**Media Arts 134.1 3D Computer Graphics I**

(Same as Art 124.3)

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 124

Offered every Fall

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 to its successor, the 3D animation class which runs in the spring. Three credits.

**Media Arts 134.2 3D Computer Animation**

*Special Fee:* \$60.00

*Prerequisites:* Media Arts 124, 134.1

Offered every Spring

An introductory level class in 3D computer animation for film, basic techniques for working with games, and the Web. Students will learn keframe animation, motion graphics, logo animation, special effects, and dynamics. Three credits.

**Media Arts 135 Motion Graphics I**

*Special Fee:* \$60.00

*Prerequisites:* Media Arts 124, 132

Offered every Fall

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. Three credits.

**Media Arts 136.1 Web Publishing I (Formerly 136)**

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 124

Offered every semester

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. Three credits.

**Media Arts 136.2 Web Publishing II**

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 136.1

Offered on occasion

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. Three credits.

**Media Arts 140 Public Relations III: Sports Information and Public Relations**

For course description, see Journalism 147. Three credits.

**Media Arts 141 Computer-Assisted Reporting**

For course description, see Journalism 138. Three credits.

**Media Arts 142 The Arts in the Twentieth Century**

For course description, see Art 107. Three credits.

**Media Arts 144 Comparative Media Systems**

*Special Fee:* \$45.00

Offered on occasion

A survey and analysis of print, broadcast and advanced telecommunications media in countries around the globe. The emphasis is on political and economic dynamics of information systems. Three credits.

**Media Arts 148.1 Introduction to Playwriting**

(Same as Theatre 122.1)

**Media Arts 148.2 Advanced Playwriting**

(Same as Theatre 122.2)

**Media Arts 150 Writing for Visual Media**

*Special Fee:* \$60.00

*Prerequisites:* MA 100 and three credits from English 61-64 or permission of instructor.

Offered every semester

In a writing lab environment, students follow a tailored program of writing suited to their professional orientation. Still-image students explore writing for artists - manifestos, criticism treatments and concept development. Three credits.

**Media Arts 151 Sports Reporting**

For course description, see Journalism 151. Three credits.

**Media Arts 152 Screenplay**

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 100 and three credits from English 61-64 or permission of the instructor

Offered on occasion

A course for moving-image students designed to develop screenwriting skills in a workshop environment. Emphasis is on the writer's creative process, evalua-

tion techniques and constructive feedback. Working independently, and in groups, students complete a full-length screenplay for their semester-long assignment. Three credits.

**Media Arts 153.1 Public Relations I: Introduction**

For course description, see Journalism 145. Three credits.

**Media Arts 153.2 Public Relations II: Case Studies**

For course description, see Journalism 146. Three credits.

**Media Arts 154 Situation Comedy**

*Special Fee:* \$60.00  
*Prerequisite:* Media Arts 150  
Offered on occasion

An intermediate course focusing on the fundamentals of writing in the challenging format of the half-hour television comedy. Students analyze current sitcoms, then write their own episode, taking it through the stages of premise, outline, treatment, script, and rewrite. Throughout the class, the emphasis is on how, in the modern sitcom, humor grows out of character rather than being imposed through the situation. Three credits.

**Media Arts 155 Directing Moving Image**

*Special Fee:* \$60.00  
*Prerequisite:* Media Arts 108, 152  
Offered on occasion

An advanced course for students with a special interest in directing their own video projects as narrative shorts, documentary or experimental works. Topics include: working with actors, blocking, script break-down, cinematography, and maintaining a vision. May be taken more than once for credit. Three credits.

**Media Arts 156.1 Video Journalism I**  
(Formerly Media Arts 156)

*Special Fee:* \$60.00  
*Prerequisites:* Media Arts 102 or 106, and Journalism 119, or permission of instructor  
Offered every semester

For course description, see Journalism 156.1. Three credits

**Media Arts 156.2 Video Journalism II**

*Special Fee:* \$60.00  
*Prerequisite:* Media Arts 156.1

For course description, see Journalism 156.2. Three credits.

**Media Arts 157 Advertising II: Creative Aspects**

For course description, see Journalism 157. Three credits.

**Media Arts 158.1 On-Camera Performance I**

(formerly Media Arts 158)  
(Same as Theatre 139.1)  
*Special Fee:* \$60.00  
*Prerequisite:* Media Arts 159.1 or Theatre 125.1 or permission of instructor  
Offered every semester

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, newsreading, interviewing and stand-up reporting. Professional guest speakers share experiences. Three credits.

**Media Arts 158.2 On-Camera Performance II**

(Same as Theatre 139.2)  
*Special Fee:* \$60.00  
*Prerequisites:* Media Arts 158.1 and permission of instructor  
Offered every Fall

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. Three credits.

**Media Arts 158.3 On-Camera Performance III**

(Same as Theatre 139.3)  
*Special Fee:* \$60.00  
*Prerequisites:* Media Arts 158.2 and permission of instructor  
Offered every Spring

An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in Media Arts 158.2. Emphasis is on audition technique and creating monologues. Three credits.

**Media Arts 159.1 Acting I**

For course description, see Theatre 125.1. Three credits.

**Media Arts 159.2 Acting II**

For course description, see Theatre 125.2. Three credits.

**Media Arts 159.3 Acting III Rehearsal and Performance: Modern Scene Study**  
(For course description, see Theatre 125.3. Three credits.

**Media Arts 159.4 Period Acting Styles: Acting the Classics**

For course description, see Theatre 125.4. Three credits.

**Media Arts 160.1 Directing I**

For course description, see Theatre 120.1. Three credits.

**Media Arts 160.2 Directing II**

For course description, see Theatre 120.2. Three credits.

**Media Arts 161 Digital Portfolio/Exhibition**

*Special Fee:* \$60.00  
*Prerequisite:* Permission of the instructor  
Offered on occasion

An advanced tutorial on portfolio/exhibition production and presentation in one or more of the following areas: computer graphics, digital design, 3D computer animation, and interactive media design. Students work on specific projects independently or in concert with one or more other students. Finished portfolio, reel, interactive and exhibition projects are shown at the Department exhibition at the end of the semester. Three credits.

**Media Arts 162 Photography Portfolio/Exhibition**

*Special Fee:* \$60.00  
*Prerequisite:* Permission of the instructor  
Offered on occasion

This is an advanced level photography class designed for photography students who plan to graduate in the spring. Students may work in any size, format or media, digital or traditional. Through the review of other photographer's work, completion of class assignments, and participation in critiques, students will be required to plan and execute their final photography exhibition. May be taken more than once for credit. Three credits.

**Media Arts 163 Introduction to Multimedia**

*Special Fee:* \$60.00  
*Prerequisites:* Media Arts 115, 128  
Offered on occasion

A foundation course exploring various multimedia techniques used in commer-

cial and industrial presentations. Topics include photographic sequence imaging, storyboarding, computer programming and sound-synching. Intended for individuals seeking a working knowledge of contemporary photography and digital media. Three credits.

**Media Arts 164 Photography Studies**  
(Same as Art 108)  
*Special Fee:* \$45.00  
*Prerequisite:* Media Arts 100  
Offered every semester

A survey of the development of photography from its origins to the present day. This 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. Three credits.

**Media Arts 178 Fairy Tales: From Disney to J-Lo**  
*Special Fee:* \$45.00  
Offered on occasion

An exploration of how fairy tale motifs are used in movies and how this can affect a female's psyche over time. What 17th century standards and prejudices are being passed down to young viewers sitting in front of their VCRs entranced by Disney? How are fairy tales evolving or being deconstructed in the movies to fit the more "feminist-minded p.c. mold" of today? Three credits

**Media Arts 179 Film Genre**  
*Special Fee:* \$45.00  
Offered on occasion

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. Three credits.

**Media Arts 180 American Cinema: The Golden Age — 1930-1960**  
*Special Fee:* \$45.00  
Offered on occasion

A survey of American sound films from the 1930s through the 1950s. Screenings consist of classics of comedy and drama as well as genre films (westerns, film noir, musical comedy). The individualism of American filmmakers, such as Welles,

Capra and Lang as well as their relationships to Hollywood and society-at-large are explored. Three credits.

**Media Arts 181 World Cinema: The Modern Era**  
*Special Fee:* \$45.00  
Offered on occasion

An exploration of the modernist tradition in films of the 1960s through the 1980s. The exciting breakthrough possible in the new forms of film expression is the central theme of the course. The influence of such directors as Rossellini, Godard, Fassbinder and Coppola is examined. Modernism in the other arts is also related to the films screened, representing a wide range of nationalities and styles. Three credits.

**Media Arts 182 Film Criticism**  
*Special Fee:* \$45.00  
Offered on occasion

A study of analytic approaches to film and their application to the writing of film criticism. A number of approaches are discussed — journalistic, humanist, auteurist, historical, social, scientific, ideological and theoretical; films screened represent a wide variety of directors, styles and genres. Through in-depth analysis of each film in class and in written criticisms, students learn to express their ideas and feelings about film. Three credits.

**Media Arts 183 Contemporary American Cinema**  
*Special Fee:* \$45.00  
Offered on occasion

A contextual approach to contemporary American cinema, including both fiction and nonfiction films. The emphasis is on the development of styles and techniques and the relationship of film to other arts, media and society. Includes class discussion and writing of criticism. Occasionally guest filmmakers are invited to talk about their work. Three credits.

**Media Arts 184 Teen Films of the 1980s and 1990s**  
*Special Fee:* \$45.00  
Offered on occasion

An examination of genre theory by exploring the conventions and transformation of one genre — the teen film. Focus is on the pivotal role of both female and black New Wave directors, viewing the genre as validating a collectivist spirit in the 1980s and both promoting and contesting the attack on

teens and teen culture in the 1990s. Three credits.

**Media Arts 185 The Psychological Film**  
*Special Fee:* \$45.00  
Offered on occasion

An exploration of film from psychological and sociological perspectives. Topics include the psychological development of characters; the history and influence of psychoanalytic theory on the cinema; the impact of film on the attitudes of the individual and society; and film as a reflection of psychic and cultural identity. A wide range of directors, nationalities and styles are represented in the films screened. Three credits.

**Media Arts 187 Film and Television Studies**  
*Special Fee:* \$45.00  
*Prerequisite:* Media Arts 100  
Offered every semester

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. Three credits.

**Media Arts 188 Film Noir: The Dark Side of America**  
*Special Fee:* \$45.00  
Offered on occasion

An exploration of the noir tradition from its origins in German expressionism and the 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. Three credits.

**Media Arts 189 Hollywood's New Wave**  
*Special Fee:* \$45.00  
Offered on occasion

A study of the development of the Hollywood film from 1960 to 1980, from the breakup of the studio system through the influence of the 1960s social movements and the European Art Cinema to the retreat to a more traditional cinema.

Topics include: the rise of the low-budget film, the New Wave in Hollywood, Blaxploitation and the black art film. Directors studied include: Scorsese, Coppola and Corman. Three credits.

**Media Arts 190 Film Production I**

*Special Fee:* \$60.00

*Prerequisites:* Media Arts 106, 115

Offered every Fall

An introduction to the art of 16mm film production. Topics include film production roles and responsibilities, basic cinematography, directing and film editing. Students work in teams to produce short films. Three credits.

**Media Arts 191 Film Production II**

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 190

Offered on occasion

An intermediate class expanding on the skills and knowledge gained in Media Arts 190. Students produce synch-sound 16mm film projects while exploring advanced lighting, editing, audio field recording and cinematographic techniques. New developments in the field such as digital color correction, video assist and nonlinear postproduction are explored. Three credits.

**Media Arts 192 Prime-Time Television**

*Special Fee:* \$45.00

Offered on occasion

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. Three credits.

**Media Arts 193 Great American Directors**

*Special Fee:* \$45.00

Offered on occasion

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 cultures outside the mainstream of Hollywood cinema is also considered. Directors include Hitchcock, Welles, Spike Lee,

Charles Burnett, and Amy Heckerling. Three credits.

**Media Arts 194 Men, Women and Film**

*Special Fee:* \$45.00

Offered on occasion

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 the way men and women interact in different cultures. Three credits.

**Media Arts 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 Director of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

**Media Arts 197, 198 Independent Study**

*Prerequisites:* Permission of faculty adviser, the Department Chair and the Dean

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, such as video, screenplay, photography, etc. or a research paper. Three credits per course.

**Media Arts 199 Media Arts Internship**

*Prerequisites:* At least 64 credits and Permission of faculty adviser and the Department Chair

During their senior year, Media Arts majors are strongly encouraged to undertake one internship with a media organization. Consultation with the Internship Coordinator and approval of the Department Chair is required. Three credits. May be taken twice for credit.

**Media Arts 200 Series**

*Special Fee:* \$45.00

Offered every year

Subject matter is determined by the expertise of visiting artist-in-residence.

Courses vary from semester to semester and may be repeated for credit. Three credits per course.

**Media Arts 201 The Musical: From Jazz to Hip Hop**

*Special Fee:* \$45.00

Offered on occasion

A survey of the history of the movie musical, paying particular attention to how musicals depict various sub-cultures and how changes in the form reflect larger developments in social taste. The course charts the musical's transformation from fantasy narrative to documentary music video. Three credits.

**Media Arts 206 Advanced Editing**

*Prerequisite:* Media Arts 106

*Special Fee:* \$60.00

Offered on occasion

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 story-telling through a variety of techniques and styles. Topics include narrative film-style editing, and montage-style editing used in music videos and commercials. Three credits.

**Media Arts 212 African-American Film**

*Special Fee:* \$45.00

Offered on occasion

An examination of African-American images as an intrusion on typical Hollywood mainstream narrative. By concentrating on images both inside and outside of this dominant filmmaking institutions, this course surveys the implicit transgressive politics of filmmakers from Clarence Brown and Oscar Micheaux, to Melvin Van Peebles, Charles Burnett and Ivan Julien. Three credits.

**Media Arts 222 Mass Communication and New Media in Society**  
(Same as Journalism 222 and Speech 222)

For course description, see Journalism 222. Three credits.

**Media Arts 237 Interactive Media Workshop**

*Special Fee:* \$60.00

*Prerequisite:* Media Arts 136.1

Offered on occasion

An intermediate-level class in interactive media production, using the most widely adopted software and techniques for interactive authoring of still and time-based media. In this workshop, students will cre-

ate interactive projects for CD ROM, the Web and installations. Three credits.

**Media Arts 239 Survey of Computer Art**  
*Special Fee:* \$45.00

*Prerequisites:* For B.F.A. students: Art 101 and Art 102; for B.A. students: Media Arts 100  
Offered on occasion

A new media theory course in computer arts, this class will chronologically span the pioneering efforts of the first generation of computer artists to the latest in contemporary Internet and computer arts installations. Class sessions include lectures, in-class presentations, and discussions, on-site gallery and museum exhibitions. Final research papers based on historical and/or theoretical concerns will be required. Three credits.

**Media Arts 240 Computer Art Thesis I**  
*Special Fee:* \$60.00

*Prerequisite:* Completion of 98 credits  
Offered every Fall

This is a required senior year class for all B.F.A. in Computer Art majors. It is designed to help students develop, research, design and begin full pre-production of a computer art project for public exhibition. Three credits.

**Media Arts 241 Computer Art Thesis II**  
*Special Fee:* \$60.00

*Prerequisite:* Media Arts 240  
Offered every Spring

Upon completion of Media Arts 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. Three credits.

**Media Arts 255 Production Management**

*Special Fee:* \$45.00  
Offered on occasion

An introduction to the behind-the-scene operations of film and video, from pre-production to post-production. Topics include: the role of the production manager, scheduling, budget distribution and manipulation, team workloads and responsibilities, maximizing productivity. Students complete a Production Handbook their semester long assignment. Three credits.

**Media Arts 260 Radio Production I: Broadcast to Podcast**

*Special Fee:* \$60.00  
Offered on occasion

An introduction to the tools and methods of conceiving, writing, recording and producing audio for public or commercial radio, or for alternative distribution outlets such as podcasting. Topics include: talk shows, music programs, advertisements, promotional announcements, diaries, documentaries. Individually, or in groups, students will practice the skills of visualizing and conveying ideas, field and studio recording techniques, digital editing and mixing. Three credits.

**Media Arts 282 The Road Movie: Discovering America**

*Special Fee:* \$45.00  
Offered on occasion

An examination of a genre that stresses social mobility from its beginnings in the 1930s, through its apex in the 1970s, to its continuing importance today. This quintessential American genre is seen as tracing differences in class, race and political experience. Three credits.

## Medical Science

Medical Science courses are open only to Physician Assistant majors and must be taken in the sequence set by the Physician Assistant Program.

**Medical Science 20 Introduction to Clinical Science**

*Prerequisites:* Biology 132, Human Physiology or permission of the Director  
*Special Fee:* \$65.00  
Offered every Fall

An introductory course that provides a survey of selected topics in medical physiology, anatomy, and medical terminology. Three credits.

**Medical Science 110 Clinical Pathology**  
Offered every Fall

An introduction to the pathologic process in diseased states. Topics include inflammatory response, vascular and metabolic changes that result in altered structure and function, and an examination of gross and microscopic structural changes and the resulting bodily malfunctions. Three credits.

**Medical Science 111 Medical Instrumentation**

*Special Fee:* \$65.00  
Offered every Fall

A study of the principles and practice of vital signs, injections, intubation, suturing, catheterization, and other procedures commonly required of the Physician Assistant. Manual dexterity and motor skills are emphasized. Lecture, demonstration, practice and clinical experience. Two credits.

**Medical Science 112.1, 112.2 Physical Diagnosis I and II**

*Prerequisite:* Medical Science 112.1 is a prerequisite for 112.2  
*Special Fee:* \$50.00  
Medical Science 112.1 offered every Fall  
Medical Science 112.2 offered every Spring

A two-semester course that prepares students to master the art of taking medical histories and the techniques of physical examination. A systems approach is used, and the material is taught using a lecture-demonstration practice format. Students spend time in the clinical setting practicing their skills and learning how to present their findings. Three credits per semester.

**Medical Science 113 Obstetrics and Gynecology**

*Prerequisites:* Medical Science 114.1, 112  
Offered every Spring

A comprehensive lecture course in introductory obstetrics and gynecology. Topics include reproductive physiology; the diagnosis and physiology of pregnancy; normal and abnormal events of the antepartum course and labor and delivery; gynecologic infectious diseases; reproductive endocrine disorders; surgical treatment of gynecologic disorders; and gynecologic oncology. Two credits.

**Medical Science 114.1, 114.2 Internal Medicine I, II**

*Prerequisite:* Medical Science 114.1 is a prerequisite for 114.2.  
Medical Science 114.1 offered every Fall  
Medical Science 114.2 offered every Spring

A two-semester course that explores the intricacies of human disease through a systems approach. Each unit begins with a brief review of related anatomy and physiology followed by a discussion of pathophysiology, signs and symptoms, diagnostic methods and therapeutic management. Students become familiar with the common diseases of the skin, eyes, ears, nose and throat and respiratory, cardiovascular, gastrointestinal, endocrine, neurological, renal, rheumatologic, and hematologic systems. The course also

contains sections on infectious disease, oncology, geriatrics, and radiology. Three credits per semester.

**Medical Science 115 Surgery**

*Prerequisite:* Medical Science 114.1

Offered every Spring

A study of the clinical conditions that are not amenable to medical therapy and require surgical intervention. Theories of wound healing and suturing techniques are discussed. Students become familiar with pre- and post-operative management of patients, common anesthetic agents, and complications of surgery. Includes topics in general surgery, cardiothoracic surgery, urologic surgery, vascular surgery, and orthopedic surgery. Four credits.

**Medical Science 116**

**Emergency Medicine**

*Prerequisites:* Medical Science 112.2, 114.2

Offered every Summer

An integrated approach to understanding and meeting the patient's immediate medical and surgical needs in a catastrophic situation. Students become familiar with the evaluation and management of commonly seen emergency presentations. Three credits.

**Medical Science 117 Pediatrics**

Offered every Summer

An introduction to the concepts of normal growth and development and to the study of childhood illnesses. Techniques of pediatric examination and eliciting third-party histories are also taught. The course material ranges from the neonate through adolescence. Psychosocial aspects of pediatrics are discussed and include topics such as the neglected and abused child, autism, behavioral problems, and coping with the sick and dying child. Three credits.

**Medical Science 118 Psychiatry**

Offered every Summer

An introduction and overview of the more commonly seen behavioral disorders. Topics include depression, psychiatric emergencies and crisis intervention techniques. Emphasis is on recognition of psychiatric disorders, supportive therapy and referral to appropriate resources. Psychopharmacologic treatment modalities are reviewed. Three credits.

**Medical Science 122 Introduction to Biopsychosociospiritual Aspects of Medicine**

Offered every Fall

Topics include human sexuality, death and dying, substance abuse, role socialization of the Physician Assistant, and professionalism. The course is taught in a lecture/seminar format. Three credits.

**Medical Science 138-155**

**Clinical Rotations for Seniors**

*Prerequisite:* Successful completion of all third-year Physician Assistant courses and clinical assignments.

Offered Fall and Spring

Clinical rotations arranged following completion of all third-year requirements. Students are interviewed before placement to discuss special needs or interests with the clinical coordinator. Students are assigned to inpatient medicine, surgery, pediatrics, ambulatory care clinics and offices, geriatrics, emergency room, obstetrics and gynecology, and psychiatry. Students may use their elective rotation to repeat one of the above rotations or may select a rotation in a specialty area. In all rotations students are assigned to a physician preceptor who is responsible for the supervision and overall direction of the clinical learning experience. Students may be assigned to evening or night shifts and weekend duty. Assignments to a specific rotation site is at the discretion of the Physician Assistant Program Director. Twenty-four credits.

**Health Science 434**

**Clinical Pharmacology**

Open only to Physician Assistant majors

Offered every Spring

A survey of the major families of medications. Representative drugs from each family are studied, with a concentration on agents affecting the neuromuscular, cardiovascular and musculoskeletal systems. Three credits.

**Health Science 436 Clinical Laboratory**

Open only to Physician Assistant majors

Offered every Spring

This course is comprised of the clinical laboratory disciplines of chemistry, hematology and urinalysis. Lectures cover principles and applications of medical laboratory. Areas include hematology, hemeostasis, clinical chemistry, and urine analysis. Two credits.

## Medical Technology

**Medical Technology 1,2 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 completion of 100 credits of course work at the Brooklyn Campus of the University. Pass/Fail only. Fourteen credits, Fall; fourteen credits, Spring.

## Music

**Music 2 Music Fundamentals**

Offered every semester

A study of beginning sight singing, ear training, intervals and rhythms. Three credits.

**Music 3, 4, 5 Ear Training I, II, III**

*Prerequisite:* Music 2 or the equivalent is a prerequisite for Music 3

Music 3, 5 offered every Fall

Music 4 offered every Spring

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. Two credits per semester.

**Music 7 Jazz Keyboard Harmony**

*Prerequisite:* Departmental permission

Offered every semester

A course designed for beginning traditional or jazz-oriented students in which the fundamentals of jazz and blues piano styles serve as the basis for a systematic study of rhythm, note articulation and phrasing, and basic repertoire. Two credits. May be taken in subsequent semesters for credit.

**Music 11, 12 Elementary Piano I, II**

*Special Fee:* \$85.00 per semester

*Prerequisite:* to Music 12: Music 11 or the equivalent

Offered every semester

Piano instruction in small classes, primarily for non-Music majors, designed to develop facility in sight-reading, improvisation and technique. Music 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. Two credits per semester.

### **Music 13 Voice Class I**

*Special Fee:* \$85.00

Open to Music majors and to non-Music majors with little or no vocal or choral experience

Offered every Fall

A study of the basic principles of breathing, phrasing and voice placement using appropriate music from solo and choral literature. Two credits.

### **Music 15 Individual Music Instruction for Non-Music Majors**

Music 16 Secondary Individual Music Instruction for Music Majors

*Special Fee:* \$250.00 per credit\*

*Prerequisite:* Permission of the Department

Offered every semester

Courses 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.

\*See footnote under Music 115, 116.

### **Music 21 Contemporary Guitar Class**

*Special Fee:* \$85.00

Offered on occasion

A class for beginners in acoustic (non-electric) guitar working with fingerboard techniques, chords, scales, and reading and harmonization of simple melodies in popular and folk styles. Students are expected to furnish their own guitars. Two credits.

### **Music 61 Music and Culture**

Offered every semester

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. Three credits. Satisfies the core requirement for Richard L. Conolly

students in Area IV of the Division of the Humanities.

### **Music 100 Masterpieces of Music:**

Bach to Bartok

Offered on occasion

An introduction to the basic styles and forms of music in the context of the social and cultural history of the times in which the music was written. Three credits.

### **Music 101 The World of Opera**

Offered on occasion

An introduction to the operatic experience for students of varying musical backgrounds. Several popular masterpieces are studied with the aid of librettos (printed translations). Three credits.

### **Music 102 The Symphony**

Offered on occasion

A review of the development of the symphony and symphony orchestra from the late eighteenth century to the present using selected masterpieces that best represent particular periods and styles. Three credits.

### **Music 103**

#### **Music of the Nineteenth Century**

Offered on occasion

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. Three credits.

### **Music 104**

#### **Music of the Twentieth Century**

Offered on occasion

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. Three credits.

### **Music 105 Music 1600-1750**

Offered on occasion

A review of developments and changes in musical styles and practices from the late Renaissance through the Baroque era. Three credits.

### **Music 106 The Jazz Experience**

Offered every Spring

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. Three credits.

### **Music 107, 108 Music History I, II**

Music 107 offered every Fall

Music 108 offered every Spring

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. Three credits per semester.

### **Music 109 Music Education: Methods and Materials I**

Offered every Fall

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. Three credits.

### **Music 110 Music Education: Methods and Materials II**

Offered every Spring

A course to prepare the student's ability to teach music, in theory and in practice to children in grades 9-12. Three credits.

### **Music 113 Voice Class II**

*Special Fee:* \$85.00

Open to both non-Music majors and Music majors

Offered every Spring

An analysis of basic principles and techniques in developing the voice. Two credits.

### **Music 115 Advanced Individual Music Instruction for Non-Music Majors**

### **Music 116 Advanced Individual Music Instruction for Music Majors in Primary Performing Medium**

*Special Fee:* \$250.00 per credit\*

*Prerequisite:* Permission of the Department

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.

### **Music 122 Jazz Workshop**

*Prerequisite:* Admission by audition only  
Offered every semester

A workshop for instrumentalists in jazz-oriented music. Emphasis is on group playing, style and improvisation. Two or no credits. May be taken for credit in subsequent semesters but limited to four distribution credits for non-music majors.

### **Music 123 Chamber Ensemble**

*Special Fee:* \$90.00 per semester  
*Prerequisite:* Permission of the Department Chair  
Offered every semester

A performance class for small chamber-ensembles — jazz, vocal and instrumental, popular and classical. Flexible grouping is arranged according to needs and capacities of students. Individualized instruction offered. Assignment to instructors must be approved by the Chair of the Department. One credit. May be taken in subsequent semesters for credit.

### **Music 125 University Chorus**

Offered every semester

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. Pass/Fail only. Two credits.

### **Music 126 Instrumental Techniques**

Offered on occasion

A course for those teaching instrumental music focusing on the construction and capabilities of instruments (woodwinds, brass, strings, percussion). Two credits.

### **Music 127 Conducting**

Offered every Spring

A course designed to cover various aspects of choral and instrumental conduction. Two credits.

### **Music 131, 132**

#### **Harmony and Counterpoint I, II**

*Prerequisite for 131:* Music 2 or permission of the instructor; for 132, permission of the instructor  
Music 131 offered every Fall  
Music 132 offered every Spring

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature. Three credits per semester.

### **Music 133, 134**

#### **Harmony and Counterpoint III, IV**

*Prerequisite for 133:* Music 132 or permission of the instructor; for 134, permission of the instructor  
Music 133 offered every Fall  
Music 134 offered every Spring

A continuation of Music 132 that embraces chromatic harmony, eighteenth-century counterpoint, and practical composition in the smaller homophonic and polyphonic forms. Three credits per semester.

### **Music 135 Foundations of Arranging**

*Prerequisite:* Music 132 or permission of the instructor  
Offered every Fall

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. Two credits.

### **Music 161, 162 Jazz Theory/Improvisation I, II**

*Prerequisite:* Music 132 or permission of the instructor  
Music 161 offered every Fall  
Music 162 offered every Spring

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. Two credits per semester.

### **Music 163, 164**

#### **Jazz Theory/Improvisation III, IV**

*Prerequisite:* Music 161, 162 or approval of the Department  
Music 163 offered every Fall  
Music 164 offered every Spring

A study of theoretical techniques used in jazz for improvisation; chords and rhythms;

and tonal, bi-tonal, polytonal, atonal and modal concepts. Two credits per semester.

### **Music 165, 166 Jazz Ear Training I, II**

*Prerequisite:* Music 4 or permission of the instructor  
Music 165 offered every Fall  
Music 166 offered every Spring

A study of sight singing, dictation and style analysis organized around the jazz idiom. Class activity has as its primary goal the practical application of the trained ear to jazz performance. Two credits per semester.

### **Music 167 Music Calligraphy**

*Prerequisite:* Music 2 or the equivalent  
Offered on occasion

A course designed to develop skills for music copying as applied to all forms of music: symphony, opera, ballet, music for television, commercials, phonograph records, motion pictures, the Broadway theater, and so on. Two credits.

### **Music 168 Advanced Arranging**

Offered every Spring

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. Two credits. May be taken in a subsequent semester for credit.

### **Music 170 Jazz Clinics**

Offered every semester

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. One credit. May be taken for credit in subsequent semesters, but limited to four distribution credits for non-music majors.

### **Music 171, 172 Jazz Composition I, II**

*Prerequisite:* Permission of the Department  
Music 171 offered every Fall  
Music 172 offered every Spring

An examination of the basic tools and skills of jazz composition for the beginning composition student through analysis of selected pieces from jazz and classical repertoire. Jazz Composition II places emphasis on composition that reflects contemporary jazz and classical

writing techniques, as well as techniques for the new technology, such as synthesizers, drum machines and other electronic instruments. Two credits per semester.

### **Music 175 Digital Audio I**

Special Fee: \$60.00

For course description, see Media Arts 107. Three credits.

### **Music 176 Digital Audio II**

Special Fee: \$60.00

For course description, see Media Arts 110. Three credits.

### **Music 177.1 Digital Audio III**

### **Music 177.2 Digital Audio IV**

Special Fee for each: \$60.00

For course descriptions, see Media Arts 114.1 and 114.2. Three credits.

### **Music 180 The Music Business**

Offered on occasion

A look at the jazz performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion. Three credits.

### **Music 185 Music Internship**

Prerequisite: Permission of the Chair  
For third- and fourth-year Music majors only

Offered every semester

Music majors may work as interns in various city-based musical organizations (e.g., music publishing, music management, recording).

One or two credits.

### **Music 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. Three credits per semester.

### **Music 197, 198 Independent Study**

Prerequisite: Permission of the Chair of the Department and the Dean.

Two or three credits per semester.

## **Nursing**

### **Nursing 250, 250L Nursing I**

Special Fee for Nursing 250: \$137.00;

Special Fee for Nursing 250L: \$110.00

Prerequisites: All proficiency, core curriculum, distribution, and ancillary requirements

Corequisites: Nursing 251; 252, 252L; 253; 254

Offered every semester

An introduction to the basic clinical nursing skills required to provide care to clients in a variety of settings. Students are introduced to the nursing process as a tool for organizing care. All aspects of health are considered — promotion, prevention and maintenance. Students apply knowledge in the theory component to the care of adult clients with basic health needs in a clinical setting. Three hours lecture, three hours college lab, six hours clinical. Six credits.

### **Nursing 251 Pharmacology I**

Prerequisites: All proficiency, core curriculum, distribution and ancillary requirements

Corequisites: Nursing 250, 250L; 252, 252L; 253; 254

Offered every semester

An introduction to the basic principles of medication administration and pharmacology. Students study the role of pharmacological agents in the prevention of illness and the diagnosis and treatment of individuals. The nursing process is introduced as a vehicle for applying knowledge of pharmacology to nursing practice. Two credits.

### **Nursing 252, 252L Health Assessment I**

Special Fee for Nursing 252L: \$110.00

Prerequisites: All proficiency, core curriculum, distribution and ancillary requirements

Corequisites: Nursing 250, 250L; 251; 253; 254

Offered every semester

An introduction to the basic skills required to complete the health assessment of clients. Emphasis is on history taking, documentation and basic psychomotor skills to perform integumentary, abdominal and musculoskeletal assessments and measurement of vital signs. One hour lecture, three hours laboratory. Two credits.

### **Nursing 253**

#### **Pathophysiology in Nursing I**

Prerequisites: All proficiency, core curriculum, distribution and ancillary requirements

Corequisites: Nursing 250, 250L; 251; 252, 252L; 254

Offered every semester

This course introduces students to the pathophysiologic changes associated with specific disease processes as they relate to nursing care. Students apply concepts and content learned in anatomy and physiology to understand the cellular and physiological changes associated with disease processes related to alterations in skin integrity, immune function, cellular function, activity and rest and fluid and electrolyte balance across the life span. Three hours lecture. Three credits.

### **Nursing 254**

#### **Introduction to Nursing Seminar**

Prerequisites: All proficiency, core curriculum, distribution and ancillary requirements

Corequisites: Nursing 250, 250L; 251; 252, 252L; 253

Offered every semester

A writing intensive, WAC seminar with a focus on concepts and perspectives of professional nursing practice, including what constitutes the profession, processes guiding practice, dynamics and dimensions of the environment of nursing, and professional roles. There is emphasis on communication, critical thinking and the teaching-learning process. Small group work is used to facilitate experiential learning. Offered every semester. Three credits

### **Nursing 260, 260L Nursing II**

Special Fee for Nursing 260: \$158.00;

Special Fee for Nursing 260L: \$110.00;

Prerequisites: All Nursing 250 level courses

Corequisites: Nursing 261; 262, 262L; 263

Offered every semester

A study of nursing management of adult clients with common health problems. Emphasis is on the acute stages of illness, although all levels of promotion are discussed. Students are provided the opportunity to implement and evaluate nursing care provided to clients in a variety of settings. Five hours lecture, nine hours clinical. Eight credits.

### **Nursing 261 Pharmacology II**

Prerequisites: Nursing 251; 253

Corequisites: Nursing 260, 260L; 262, 262L; 263

Offered every semester

A study of the therapeutic uses of pharmacologic agents in the body, including actions, therapeutic responses, adverse effects and drug interactions with a focus on drugs affecting the respiratory, cardiovascular, neurologic, musculoskeletal and endocrine systems. The nurse's role in assessing, teaching and evaluating the client's response to medications is discussed. Two hours lecture. Two credits.

**Nursing 262, 262L  
Health Assessment II**

*Special Fee for Nursing 262L: \$110.00*

*Prerequisites:* Nursing 252, 252L

*Corequisites:* Nursing 260, 260L; 261; 263

Offered every semester

An introduction to health assessment of clients across the life span. Students complete a detailed history of physical assessment on various clients. Emphasis is on identifying health needs of clients through the nursing process with a focus on basic psychomotor skills required to examine the respiratory, cardiovascular, neurologic and sensory systems and to perform a complete health assessment. Lecture and laboratory. Two credits.

**Nursing 263  
Pathophysiology in Nursing II**

*Prerequisites:* Nursing 253

*Corequisites:* Nursing 260, 260L; 261; 262, 262L

Offered every semester

This course is designed to continue the study of pathophysiology and builds on concepts and content learned in Nursing 253: Pathophysiology in Nursing I. Students learn about the cellular and physiological consequences that occur in the respiratory, cardiovascular and endocrine systems. Students are given opportunities to integrate knowledge gained in this course to the nursing care of clients across the life span with common health problems. Three hours lecture. Three credits.

**Nursing 270 Professional Seminar**

(Formerly Nursing 98)

Open only to Registered Nurse students

Offered every semester

An introductory bridge course designed for Registered Nurse students as a connection between previous learning and new knowledge. Historical, theoretical and philosophical issues are reviewed and analyzed. Students are introduced to the framework and use of the nursing process. Students examine concepts, theories of nursing, environment, teaching-learning and communication. Three credits.

**Nursing 272, 272L Health Assessment for Registered Nurses**

*Special Fee for Nursing 272L: \$110.00*

Open only to Registered Nurse students

Offered on occasion

A course designed to provide Registered Nurse students with the theory and professional skills necessary to build on their assessment skills and to conduct in an organized and systematic manner a complete health assessment of a client. Two hours of lecture, three hours laboratory a week. Three credits.

**Nursing 303**

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. One, two or three credits per course.

**Nursing 304H: Academic Enrichment**

*Special Fee: \$399.00*

Offered every semester

This course provides techniques and skills to the student to improve test taking skills, increase content comprehension and improve critical thinking. Non-credit. Pass/Fail.

**Nursing 304M: Medication Proficiency**

*Special Fee: \$399.00*

Offered every semester

This course provides additional techniques and skills for best practices and the safe administration of medications. Content of the course is a review of materials from previous introductory nursing courses. The emphasis within specialty areas is determined by a series of pre-tests. Non-credit. Pass/Fail

**Nursing 350, 350L Nursing III—  
Psychiatric-Mental Health Nursing**

*Special Fee for Nursing 350: \$142.00;*

*Special Fee for Nursing 350L: \$65.00;*

*Prerequisites:* Nursing All N260 level courses

Offered every semester

A course introducing students to concepts and theories related to the nursing care of clients experiencing mood disorders, anxiety, psychoses, personality disorders, substance abuse, eating disorders, childhood pathology and organic brain disorders. An examination is made of the role of the nurse at all levels of prevention, with emphasis on the nurse in secondary practice within the framework of the nursing process. One and one-half

hours lecture, four and one-half hours clinical. Three credits.

**Nursing 351, 351L Nursing Practice IV — Family-Centered Nursing**

*Special Fee for Nursing 351L: \$110.00*

*Prerequisites:* Nursing All N260 level courses

Offered every semester

A study of nursing management of families, incorporating various aspects of care for child-bearing and child-rearing families; also, discussion of all levels of prevention as students learn about the management of families in various settings such as clinics, hospitals, shelters and the home. Students apply knowledge acquired in the didactic component to a variety of clinical experiences. Three hours lecture, nine hours clinical. Six credits.

**Nursing 352, 352L Leadership and Management in Nursing**

*Special Fee for Nursing 352L: \$65.00*

*Prerequisites:* Nursing All N260 level courses or Nursing 270

Offered every semester

A course designed to provide the senior student with the theoretical knowledge and skills needed to solve complex nursing and health-care problems, to apply techniques of leadership to bring about new patterns of care, and to function as an independent and interdependent member of the health-care team. Lecture-discussions and seminars support the clinical work and progress to increasingly broader health-care issues and concerns for nurses. Focus is on organizations, leadership, decision making, change, methods of measuring quality of nursing care, communication, health-care systems, and the critical skills necessary for a nurse to function as an effective leader and manager of client care. Clinical experience is coordinated with theoretical content and students' interests and needs and includes a variety of health-care settings where students can develop leadership and problem-solving abilities and skills in evaluating professional care. Two hours lecture, three hours clinical. Three credits.

**Nursing 353 Research in Nursing**

*Prerequisites:* Nursing All N260 level courses or Nursing 270 and Mathematics 100 or Psychology 150

*Corequisites:* Nursing 350, 350L; 351, 351L; 352, 352L

Offered every semester

An introduction to the processes of scientific inquiry and research in order to

develop critical consumers of nursing research and to enable future professional nurses to evaluate the scientific merit of nursing research studies in order to incorporate relevant findings into their practice. The identification and exploration of the relationship of the research process to the development of nursing knowledge is considered. Emphasis is placed on developing the ability to analyze and evaluate nursing research in a culturally-diverse and collegial atmosphere using experiential teaching-learning methods. The course builds on research concepts introduced in earlier levels and on the principles of basic statistics. Additional research concepts, terminology and methodology are introduced throughout the course. Three hours lecture. Three credits.

#### **Nursing 360, 360L Nursing V**

*Special Fee for Nursing 360: \$127.00;*  
*Special Fee for Nursing 360L: \$110.00;*  
*Prerequisites:* Nursing All N350 level courses  
Offered every semester

A course synthesizing accumulated knowledge on selected topics relating to the effect of acute alterations in health on multiple organ systems. Students apply nursing practice concepts and principles learned earlier to the care of clients with complex needs. The clinical component enables students to apply beginning professional-level skills to the care of multiple clients in an acute-care setting, directed by an experienced professional nurse mentor. Three hours lecture, nine hours clinical. Six credits.

#### **Nursing 361, 361L Nursing VI**

*Special Fee for Nursing 361L: \$110.00*  
*Prerequisites:* All N350 level courses  
Offered every semester

An advanced-level course directing students toward the synthesis of knowledge and its application to distributive practice with individuals, families and communities. The theory component emphasizes concepts of community health and the emerging role of the nurse in primary and tertiary care. The clinical experience enables students to complete a comprehensive community assessment to provide care to clients in the community. Three hours lecture, nine hours clinical. Six credits.

#### **Nursing 365 Contemporary Issues in Nursing**

*Prerequisites:* All N350 level courses or Nursing 270  
Offered every semester

A study of the impact of political, economic and historical issues, as well as trends and other current issues, on nursing practice. Students explore and discuss the emerging roles of the nurse in a dynamic health-care delivery system. Two hours lecture/discussion. Two credits.

#### **Nursing 370 Senior Elective: Selected Topics**

*Prerequisites:* Nursing All N350 level courses  
Offered every semester

A directed seminar/discussion open to Nursing students in the senior semester. Opportunity for students to pursue an area or areas of study such as creativity in nursing, ethical and legal issues, holistic nursing, sexuality and women's health. Two or three hours lecture/discussion. Two or three credits.

#### **Nursing 380 Current Trends and Advances in Nursing Practice**

For Registered Nurse students only  
*Prerequisite:* Nursing 270  
Offered every Spring

A synthesis of previous knowledge and practice as a foundation for examining recent advances or a more in-depth study of nursing practice (or both). The various modules are selected in conjunction with a faculty adviser according to student interests and needs. Two modules satisfy program requirements. Additional modules may be selected as elective credits.

- 380A Current Trends and Advances in Medical-Surgical Nursing
- 380B Current Trends and Advances in Long-Term Care
- 380C Current Trends and Advances in Family/Child Health Nursing I (Perinatology, the High-Risk Infant and Child)
- 380D Current Trends and Advances in Family/Child Health Nursing II (High-Risk Mother, Family)
- 380E Current Trends and Advances in Mental Health Nursing

Each module, three-hour lecture. Three credits per module.

#### **Nursing 381, 381L Nursing in the Community**

*Special Fee for Nursing 381L: \$110.00*  
*Prerequisites:* Nursing 270, 272  
For Registered Nurse students only  
Offered every Fall

An examination of the expanding role and scope of the practice of nursing in the community. Clinical settings are geared toward students' professional development and

their working with individuals, families, groups and communities at primary and tertiary levels of prevention. Focus is on the effects of health care and its delivery to clients of different cultural, economic and social backgrounds. Three hours lecture, nine hours laboratory. Six credits.

#### **Nursing 382, 382L Leadership and Management for Registered Nurses**

*Special Fee for Nursing 382L: \$65.00*  
*Prerequisite:* Nursing 270  
Offered every Spring  
For Registered Nurse students only

This course is designed to provide the Registered Nurse with the theories and skills necessary for solving the increasingly complex problems in nursing and health-care. Content focuses on the Leadership Education Model and explores the role of the leader as expert, visionary, communicator, critical thinker, facilitator, and mentor. The clinical practicum provides a focused experience to help the practicing nurse develop and/or enhance leadership and management skills. Two hours lecture. Three hours clinical. Three credits.

*\*\*Note: This course replaces Nursing 352/352L for students enrolled in the R.N./B.S. connection program.*

#### **Nursing 399 NCLEX Review**

*Special Fee: \$350.00*  
*Prerequisite:* All N350 level courses  
*Corequisite:* Nursing 360  
Open only to graduating seniors  
Offered every semester

A review course required of Nursing majors in the semester before their graduation to prepare them for the National Council Licensure Examination. Focus is on test taking skills and the identification of the rationale used when selecting correct answers. Review content includes questions from each of the categories of client needs as well as from all phases of the nursing process. Fifty review hours. Pass/Fail only. Non-credit.

#### **Elective Nursing Courses**

##### **Nursing 176 Issues in Gerontology**

Open to all students  
Offered on occasion

An introduction to the biological, psychological, economic and social aspects of aging. Aging is examined from cultural, familial, group and individual perspectives. Students are encouraged to reflect on the impact of aging in their personal lives. Emphasis is placed on factors that enhance successful aging. Three hours lecture. Three credits.

**Nursing 177**  
**Diabetes in the Community**  
 Open to all students  
 Offered on occasion

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. Two or three credits.

**Nursing 178 Nutritional Perspectives for Good Health**  
 Open to all students  
 Offered on occasion

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. Two hours lecture. Two credits.

**Nursing 180**  
**Perspectives on Death and Dying**  
 Open to all students  
 Offered on occasion

An opportunity for students to examine issues in thanatology, with course materials reflecting points of view from the sciences and humanities. Cultural differences and distinctions provide additional contexts for exploring the impact of grief, dying and bereavement on individuals and families. Field trips, guest lectures, class discussion and individual projects are included. Students are encouraged to develop a personal philosophy on death and dying through course activities, guided readings and lectures. Three hours lecture/discussion. Three credits.

**Nursing 182 AIDS:**  
**A Multidimensional Epidemic**  
 Open to all students  
 Offered on occasion

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. Two credits.

**Nursing 184**  
**Health Needs of Diverse Populations**  
 Open to all students  
 Offered on occasion

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 health-care systems are examined. The formulation of a plan for improvement is generated through lecture, discussion and group projects. Two credits.

**Nursing 186 Addiction: Theories, Topics and Treatments**  
 Offered on occasion

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. Three credits.

**Nursing 188 Holistic Health: A Journey Toward Wholeness and Wellness**  
 Offered on occasion

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. Two credits.

**Nursing 305, 306 Honors Study**  
 Open to junior and senior Nursing students with the permission of the instructor

A course designed to give outstanding students an opportunity to do advanced work in nursing under the guidance of the faculty. Eligible students must have a cumulative grade point average of at least 3.0 and at least a 3.25 in their major. A total of six credits of Honors Study is the maximum allowed. Three credits per course.

**Nursing 313, 313L**  
**Independent Study and Practice**  
*Special Fee for 313L: \$100.00*  
 Open to students only with the permission of the instructor and Chair

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. Two or three credits.

**Nursing 314, 314L**  
**Independent Study and Practice**  
*Special Fee for 314L: \$100.00*  
 Open to students only with the permission of the instructor and Chair

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. Two or three credits.

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## Occupational Therapy

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**Occupational Therapy 100**  
 Introduction to Occupational Therapy  
*Prerequisites:* English 16, Admission to Professional Phase of the Occupational Therapy Program or by permission of the instructor  
 Offered every Fall

An introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The nature of theory and practice as it relates to scope of practice, ethical and legal issues, roles, and tasks of occupational therapists and certified occupational therapy assistants. Organizational structure and function of professional local, national and international associations and accreditation bodies. Trends in health care, models of practice including wellness and health maintenance/promotion. Two credits.

**Occupational Therapy 106**  
**Therapeutic Skills 1: Interpersonal Skills**  
*Prerequisites:* Psychology 107, Psychology 110, One Sociology or Anthropology course  
 Offered every Fall

Therapeutic use of self, interviewing/counseling skills, professional communication and therapeutic interaction, problem- and case-based learning. Introduction to factors relevant to dis-

ability perspectives, cultural sensitivity, client centered care and advocacy. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 110**  
**Human Development and Occupation 1: Pediatrics**  
*Special Fee:* \$55.00  
*Prerequisites:* Psychology 107, Psychology 110  
 Offered every Fall

Human growth and development in infancy and childhood, in the areas of sensory, motor, physiological, cognitive and psychosocial skills. Principles of health promotion and disability prevention and influences of culture and diversity. Examination of the role of age-related occupations on development and within the framework of performance components, performance areas and contexts. Includes observation and participation in community service learning setting. Only open to Occupational Therapy students. Three credits.

**Occupational Therapy 111**  
**Human Development and Occupation 2: Adolescence/Adults**  
*Special Fee:* \$55.00  
*Prerequisite:* Occupational Therapy 110  
 Offered every Spring

Human growth and development in adolescence and adulthood, in the areas of sensory, motor, cognitive, physiological and psychosocial skills. Principles of health promotion and disease prevention and influences of culture and diversity. Examination of the role of age-related occupations on development and within the framework of performance components, performance areas and contexts. Includes observation/participation in community service learning setting. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 112**  
**Human Development and Occupation 3: Geriatrics**  
*Prerequisite:* One Sociology or Anthropology course  
 Offered every Summer

Human development for elders; normal growth and development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills. Principles of health promotion and disease prevention and influences of culture and diversity. Examination of the role of age-related occupations on maturity, aging, death and dying, quality of

life, and well-being. Study of performance components, performance areas, and contexts. Includes observation/participation in community service setting. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 119**  
**Anatomy-Kinesiology**  
*Special Fee:* \$95.00  
*Prerequisite:* Occupational Therapy 140  
 Offered every Spring

The study of human structure, function, and abnormal motion. Emphasis is on regional anatomy and the function and theoretical basis, principles and techniques of static and dynamic assessment of human movement. Focus also placed on surface anatomy, palpation, joint, and muscle function. Bodily structures involved are musculoskeletal, cardiovascular, respiratory, and neurological. Didactic and practical experience with human dissection. All students must participate in cadaver dissection lab. Only open to Occupational Therapy students. Five credits.

**Occupational Therapy 120**  
**Theory 1: Introduction**  
*Prerequisite:* Occupational Therapy 100  
 Offered every Spring

The basic concepts of the scientific approach in evaluation, treatment, and research. Use of standardized evaluations, principles of reliability and validity and the role of theory in a profession. Introduction to occupational therapy theoretical foundations, frames of reference, practice models and clinical reasoning. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics**  
*Prerequisites:* Occupational Therapy 120, 140  
*Corequisites:* Occupational Therapy 129, 220  
 Offered every Summer

Medical, neurological, psychiatric and orthopedic conditions in adolescents, adults and geriatrics. Understand the etiology, pathology, signs and symptoms, treatment and prognosis of common conditions, and disease processes. Consider the influence of culture, diversity, environmental context, impact of occupation and health promotion. Only open to Occupational Therapy students. Three credits.

**Occupational Therapy 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics**  
*Prerequisite:* Occupational Therapy 111  
*Corequisites:* Occupational Therapy 200, 320, 420  
 Offered every Spring

A review of medical, neurological, and psychiatric conditions in adolescents, adults and geriatrics. Understand the etiology, pathology, signs, and symptoms, treatment and prognosis of common conditions/disease processes. Examine the influence of culture, diversity, environmental context, impact of occupation and health promotion, on conditions at these stages of the life cycle. Only open to Occupational Therapy students. Three credits

**Occupational Therapy 129 Kinesiology 2**  
*Special Fee:* \$75.00  
*Prerequisite:* Occupational Therapy 119  
 Offered every Summer. Extends over Summer I and II.  
 A study of muscle function and biomechanics of the human body. Integration of principles of kinesiology in muscle testing and goniometry. Changes in movement patterns across the life span are included. Didactic and practical experience with examination of movement principles. Only open to Occupational Therapy students. Four credits.

**Occupational Therapy 140**  
**Neuroscience**  
*Special Fee:* \$75.00  
*Prerequisites:* Biology 3, Biology 4, Biology 131  
 Offered every Fall

Normal neuroanatomical structures of the central and peripheral nervous system and their roles with the neurophysiological basis governing human movement and function. Includes cranial and peripheral nerves, vascular brain anatomy, cellular neurophysiology, basic neuromuscular physiology, spinal reflexes, brainstem, midbrain and cortical anatomy, and motor control systems applied to neural systems. All students must participate in neuroscience dissection lab. Only open to Occupational Therapy students. Five credits.

**Occupational Therapy 200**  
**Fieldwork Level I: Geriatric Practice**  
*Prerequisites:* Occupational Therapy 112, 120  
*Corequisites:* Occupational Therapy 122, 320, 420  
 Offered every Fall

An occupational therapy practicum experience in a clinical or community setting with a geriatric population. Exposure to practice settings in institutional and community-based programs to promote integration of theoretical knowledge, skills and practice. Includes integrative seminar. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 201 Professional Development 1: Occupational Therapy Student Academic Experience**

*Prerequisite:* Admission to Professional Phase of the Occupational Therapy Program  
Offered every Fall

The skills to support professional education and personal development as an Occupational Therapy student. Self-management and health promotion, learning styles and learning skills, contracts, and goal setting. Introduction to computer literacy and resources, review of professional literature/data bases, scientific and professional writing. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 202 Professional Development 2: Communication Skills**

*Prerequisite:* Occupational Therapy 201  
Offered every Spring

Refine professional communication skills in written, oral and other approaches for professional presentations, including computer resources, use of media and creative arts for professional, patient/consumer/client/community education, practice and advocacy. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 203 Professional Development 3: Advocacy and Disability Perspectives**

*Special Fee:* \$75.00  
*Prerequisite:* Sociology 3 or Anthropology 4  
Offered every Spring

To examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caretakers through literature review, narratives, and interviews with people with a range of stigmatizing conditions. Explore major civil rights legislation, the disabilities rights movement, and different models of viewing disability: medical, psychiatric rehabilitation, independent living, and self-help models. Understand the importance of practitioner, client, consumer, and patient advocacy to promote empathy and skills in client-centered practice. One credit.

**Occupational Therapy 204: Professional Development 4: Independent Study (Elective)**

*Prerequisite or Corequisite:* Occupational Therapy 100  
Offered every Fall

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. 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. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 205: Professional Development 5: Health Promotion**

*Prerequisites:* Occupational Therapy 122, 420  
Offered every Spring

The use of a broad range of approaches to support health promotion and disease prevention in various populations, and in institutional, community, and home settings. Develop skills in using occupations to enhance quality of life and well being in areas such as stress management, time management, pain management, smoking cessation, withdrawal from substance abuse, patterns of diet, physical activity and role of spirituality in practice reflecting socio-cultural/economic, diversity and cultural factors. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 206 Therapeutic Skills 2: Group Process**

*Special Fee:* \$55.00  
*Prerequisite:* Occupational Therapy 106  
Offered every Spring

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. Only open to Occupational Therapy students. Three credits.

**Occupational Therapy 210 Fieldwork Level I: Mental Health Practice: Adolescents and Adults**

*Prerequisites:* Occupational Therapy 122, 320  
Offered every Spring

An occupational therapy practicum experience in a clinical or community setting with the adolescent/adult population. Exposure to practice settings in institutional and community-based programs to promote integration of theoretical knowledge, skills, and practice. Special focus on conditions involving mental health disorders. Includes integrative seminar. One credit.

**Occupational Therapy 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults**

*Prerequisites:* Occupational Therapy 121, 129, 420  
*Corequisite:* Occupational Therapy 430  
Offered every Spring

An occupational therapy practicum experience in a clinical or community setting with the adolescent/adult population. Exposure to practice settings in institutional and community-based programs to promote integration of theoretical knowledge, skills, and practice. Special focus on conditions involving physical disorders. Includes integrative seminar. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 220 Theory 2: Learning Theories Applied to Practice**

*Prerequisite:* Occupational Therapy 120  
Offered every Summer

The use of learning theories in practice and education: theories of social learning, cognition, cognitive disability, motor learning, health belief and change theories/models. Examine principles and approaches to occupational therapy screening, evaluation and treatment and use of single subject designs and related approaches to research. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 301 Skills for Living 1: Play and Leisure**

*Special Fee:* \$75.00  
*Prerequisites:* Psychology 107, 108, one Sociology or Anthropology course  
Offered every Fall

A focus on play, leisure, and recreational activities in normal life-span development and occupational therapy practice. Includes task analysis, grading, adaptation, environmental contexts, uniform terminology and practice framework. Considers relevant activity and purposeful activity and occupations; balance of performance areas; influence of culture, diversity, and occupation in health promotion and disability prevention; screen-

ing, assessment, reassessment, and intervention. Only open to Occupational Therapy students. Three credits.

### **Occupational Therapy 302**

#### **Skills for Living 2: Work**

*Special Fee:* \$75.00

*Prerequisites:* Occupational Therapy 129, 301

Offered every Summer

The focus on the role of work/productivity activities in normal life-span development and occupational therapy practice. Consideration of task analysis, grading and environmental adaptation, compensatory strategies, balance of performance areas, performance components, and environmental contexts. Consider relevant aspects of the role of occupation in culture, diversity, health promotion and disability prevention, screening, assessment and intervention. Only open to Occupational Therapy students. Three credits.

### **Occupational Therapy 303**

#### **Skills for Living 3: Self Care**

*Special Fee:* \$70.00

*Prerequisite:* Occupational Therapy 302

Offered every Fall

The study of the role of self-care activities, physical and psychological daily living skills in normal life-span development and occupational therapy practice: task analysis, grading and adaptation, performance areas, performance components, and environmental contexts. Consider relevant aspects of occupation in culture, diversity, quality of life and well-being, health promotion, disability prevention, screening, assessment, reassessment, intervention, documentation and practice outcomes. Only open to Occupational Therapy students. Three credits.

### **Occupational Therapy 306 Therapeutic Skills 3: Teamwork and Leadership**

*Prerequisite:* Occupational Therapy 206

Offered every Fall

Leadership skills, teamwork, interdisciplinary collaboration, family-centered intervention and advocacy. Roles and contributions of the full range of participants from various practice domains in institutional, professional and community settings. Approaches to problem solving, leadership, ethical challenges, and conflict handling styles. Only open to Occupational Therapy students. Two credits.

### **Occupational Therapy 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice**

*Prerequisite:* Occupational Therapy 220

Offered every Fall

The theories of occupational therapy, adaptation and environment and the role of occupation on health. Occupational science, occupational adaptation, model of human occupation, client-centered practice. Examine principles of assessment and treatment and principles of qualitative research in mental health practice. Only open to Occupational Therapy students. Four credits.

### **Occupational Therapy 330 Practice 1: Mental Health – Adolescents, Adults and Geriatrics**

*Special Fee:* \$75.00

*Prerequisites:* Occupational Therapy 120, 121, 200, 206

*Corequisites:* Occupational Therapy 210, 215

Offered every Spring

An examination of the major principles of occupational therapy mental health practice. Screening and assessment, reassessment and discharge, formulation of intervention plans, and implementation for the adolescent, adult and geriatric populations. Address the influence of culture, diversity, environmental context, impact of occupation and health promotion in practice. Reflect on clinical reasoning process applied to practice via clinical fieldwork and the use of cases. Only open to Occupational Therapy students. Five credits.

### **Occupational Therapy 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice**

*Special Fee:* \$75.00

*Prerequisites:* Occupational Therapy 121, 129, 140

Offered every Fall

The study of the application of theories to physical disability practice. Theories examined include biomechanical theory, sensory processing theory, neurodevelopmental theory, and cognitive-perceptual theory. An introduction to the use of standardized and nonstandardized assessments and principles of intervention are presented. Beginning principles of quantitative research relative to applied scientific inquiry and the examination of sets of guidelines for practice are considered. Reflections on clinical reasoning are applied to practice via clinical fieldwork and the use of case studies. Only open to Occupational Therapy students. Five credits.

### **Occupational Therapy 430: Practice 2: Neurorehabilitation – Adolescents, Adults and Geriatrics**

*Prerequisites:* Occupational Therapy 121, 320, 420

*Corequisites:* Occupational Therapy 210, 215, 330

Offered every Spring

The study of rehabilitative practice with adolescents, adults and geriatrics in community and health-related settings. Focuses on the occupational therapy process of screening, assessment, and reassessment, formulation of intervention plans, implementation, and discharge for clients with neuromotor and cognitive deficits. Addresses the influence of culture, diversity, environmental context, impact of occupation and health promotion in practice. Students reflect on the clinical reasoning process applied to practice via clinical fieldwork and the use of case studies. Only open to Occupational Therapy students. Five credits.

### **Occupational Therapy 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents, Adults and Geriatrics**

*Special Fee:* \$130.00

*Prerequisites:* Occupational Therapy 111, 129, 121, 320, 420

*Corequisites:* Occupational Therapy 430, 215, 330

Offered every Spring

The study of splint fabrication and orthotic management for orthopedic conditions. Lecture incorporates biological and anatomical principles, kinesiological concepts, and biomechanics relating to orthopedics and splinting. Common diagnoses and indications are reviewed as well as common protocols. Screening and evaluation, reevaluation, formulation of intervention plans, implementation and discharge planning. Only open to Occupational Therapy students. Four credits.

### **Occupational Therapy 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents, Adult and Geriatrics**

*Special Fee:* \$50.00

*Prerequisites:* Occupational Therapy 121, 320, 420, 430, 431

Offered every Summer

The study of current practice methods for patients having general medical and/or surgical diagnoses — in adolescent, adult, and geriatric populations. Includes screening and evaluation, observation of contraindications and safety protocols, formulation of treatment plans including grading and

activity analysis, implementation of treatment, family/ caregiver education, re-evaluation, and discharge planning. Impact of multicultural sensitivity, cultural diversity, and environmental context, as they affect treatment. Examination of clinical reasoning and decision-making skills as they apply to treatment methods via fieldwork observations and case studies. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 506 Therapeutic Skills 5: Technology/Assistive Devices**  
*Special Fee: \$135.00*  
*Prerequisites:* Occupational Therapy 112, 121, 129, 302  
 Offered every Summer

A review of assistive devices, assistive technology, compensatory strategies, and environmental adaptations used in the treatment of children, adults, and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Includes experiential learning. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 507 Therapeutic Skills 6: Organization and Administration**  
*Prerequisite:* Occupational Therapy 306  
 Offered every Fall

An application of the principles of management in the provision of occupational therapy services to individuals and organizations, includes planning, organizing, staffing, coordination, directing and controlling clinical programs. Understanding a variety of service models and knowledge of the broad spectrum of influences that impact health care delivery and ethical practice. Only open to Occupational Therapy students. Three credits.

**Occupational Therapy 510 Level II, Fieldwork I**  
*Prerequisites:* Occupational Therapy 330, 430, 530  
 Offered every Fall

An initial occupational therapy practicum experience of two to three months of full-time supervised fieldwork providing an in-depth experience in delivering occupational therapy services to various groups of clients across the life span and to persons with a variety of psychosocial and physical performance deficits. Occurs in various service delivery models reflective of current practice in the profession. Only open to Occupational Therapy students. Five credits.

**Occupational Therapy 511 Level II, Fieldwork II**  
*Prerequisite:* Occupational Therapy 510  
 Offered every Spring

A second occupational therapy practicum experience of two to three months of full-time supervised fieldwork providing an in-depth experience in delivering occupational therapy services to various groups of clients across the life span, and to persons with a variety of psychosocial and physical performance deficits. Occurs in various service delivery models reflective of current practice in the profession with a concentration in practice focus substantially different from the setting and population in Occupational Therapy 510. Only open to Occupational Therapy students. Five credits.

**Occupational Therapy 512 Level II, Fieldwork III**  
*Prerequisite:* Occupational Therapy 511  
 Offered every Spring

A third occupational therapy practicum experience of one to two months of full-time supervised fieldwork providing an in-depth experience in delivering occupational therapy services to various groups of clients across the life span, and to persons with a variety of psychosocial and physical performance deficits. Occurs in various service delivery models reflective of current practice in the profession with a concentration in practice focus substantially different from the setting and population in Occupational Therapy 510 and 511. Only open to Occupational Therapy students. Four credits.

**Occupational Therapy 513 Level II, Fieldwork IV (Elective)**  
*Prerequisite:* Occupational Therapy Level I, Fieldwork III  
 Offered every Spring

An elective occupational therapy practicum experience of one to two months of full-time supervised fieldwork providing an in-depth experience in delivering occupational therapy services in specialized areas of practice. These may include pediatrics, geriatrics, hand injury, burns, cardiac rehabilitation, child psychiatry, cognitive rehabilitation, mental retardation, working with clients who are HIV positive, home care, school system, forensics, community-based or private practice settings and in administration. Only open to Occupational Therapy students. Two-four credits.

**Occupational Therapy 520 Theory 5: Research**  
*Prerequisite:* Occupational Therapy 420  
 Offered every Summer

The major approaches to research design, methods and data analysis, including use of statistics, tests, and measurements. Formulation of research problems, literature review, hypothesis testing, techniques of data collection and data analysis. Introduction to critiquing research in occupational therapy, discussion of research priorities for the profession and approaches to evaluating practice through research. Only open to occupational therapy students. Three credits.

**Occupational Therapy 530 Practice 5: Pediatric Practice**  
*Special Fee: \$75.00*  
*Prerequisites:* Occupational Therapy 110, 111, 129, 301, 420, 430, 533  
*Corequisite:* Occupational Therapy 535,  
 Offered every Fall

The study of practice in pediatrics in community and health-related settings. The occupational therapy process of screening, assessment, reassessment, formulation of intervention plans, implementation, and discharge while addressing the influence of culture, diversity, environmental context, impact of occupation and health promotion in practice via clinical fieldwork and the use of cases. Only open to Occupational Therapy students. Five credits.

**Occupational Therapy 533 Medical Conditions 3: Pediatrics**  
*Prerequisites:* Occupational Therapy 110, 301  
 Offered every Summer

Medical, neurological, psychosocial and orthopedic conditions in pediatrics. Understand the etiology, pathology, signs and symptoms, treatment and prognosis of common conditions and disease processes. Examine the influence of culture, diversity, environmental context, impact of occupation and health promotion/disease prevention. Only open to Occupational Therapy students. Three credits.

**Occupational Therapy 535 Fieldwork Level I: Pediatric Practice**  
*Prerequisites:* Occupational Therapy 110, 533  
*Corequisite:* Occupational Therapy 530  
 Offered every Fall

A study of occupational therapy practicum experience in a clinical or community setting with a pediatric population. Exposure to institutional and community-based practice for integration of theoretical knowledge, skills, and practice. Reflect on clinical reasoning process applied to practice via clinical fieldwork and the use of cases. Includes integrative seminar. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 620 Theory 6: Research Proposal Development**

*Prerequisite:* Occupational Therapy 520  
Offered every Summer

A study of the development of a research question based on treatment and/or community service setting needs. Completion of a research proposal that is implemented in the subsequent semesters of the curriculum. For those completing a community practice research project, it will include methods of assessment, literature review, program implementation and evaluation. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 716 Professional Development 6: Occupational Therapy Student Clinical Experience**

*Prerequisite:* Occupational Therapy 510  
Offered every Fall

Preparing for the transition from academic to clinical student roles and from student to practitioner. Ethics, supervision, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork, and collaboration with certified occupational therapy assistants. Preparation for future learning experiences in the clinical environment. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 720 Theory 7: Community Practice and Health Promotion**

*Prerequisite:* Occupational Therapy 205  
*Corequisites:* Occupational Therapy 520, 620  
Offered every Summer

The study of models of community practice in traditional and emerging practice areas including health promotion and holistic models with a range of populations. Needs assessment, program development, marketing, evaluation/assessment, evidence-based practice, and outcomes study in community health. An examination of methods for health education, the impact of health care beliefs, and the

influences of culture, diversity, environment, and the role of occupation on wellness. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 820 Theory 8: Community Practice Project**

*Prerequisite:* Occupational Therapy 520, 620, 720  
Offered Every Spring

Revision of proposals for research projects. Implementation of research project, completion of project, final report and presentation of results. Didactic experience, project advisement, seminars and practicum in community service settings. Only open to Occupational Therapy students. Four credits.

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## Philosophy

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*Completion of three credits in Philosophy 61, 62 or University Honors Philosophy 21 or 22 is a prerequisite for all advanced Philosophy courses.*

**Philosophy 61, 62 Philosophical Explorations I, II**

Philosophy 61 offered every semester;  
Philosophy 62 offered every semester

These courses constitute a year-long 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. Philosophy 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. Philosophy 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. Three credits per semester.

**Philosophy 103 Formal Logic**

Offered on occasion

An examination of the methods and principles of formal 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. Three credits.

**Philosophy 105 Health Care Ethics**

Offered every semester

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. Three credits.

**Philosophy 107 Ancient and Medieval Philosophy**

Offered on occasion

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 (Averroës), Augustine and others. Three credits.

**Philosophy 108 Modern Philosophy**

Offered on occasion

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. Three credits.

**Philosophy 110: Belief, Knowledge, and Reality**

Offered on occasion

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

as the relationship of theories of knowledge to metaphysical 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. Three credits.

**Philosophy 113 Free Will and Determinism**

Offered on occasion

A review of the different positions taken in the free will versus determinism controversy in the history of philosophy, including logical determinism, hard determinism, compatibilism, indeterminism, agent causal and self-forming action theories of free will and existentialist theories of freedom, with special attention to their consequences for concepts of moral responsibility. Three credits.

**Philosophy 119 Language, Speech and Thought**

(Same as Speech 119)

Offered on occasion

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. Three credits.

**Philosophy 163 Philosophy of Art**

Offered on occasion

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. Three credits.

**Philosophy 167 Nineteenth-Century Social Thought: Darwin, Marx and Mill**

Offered on occasion

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. Three credits.

**Philosophy 169 Philosophy of Religion**

Offered on occasion

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. Three credits.

**Philosophy 171 Philosophy of Law**

Offered on occasion

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. Three credits.

**Philosophy 172 Philosophy of Mind**

Offered on occasion

A consideration of such central philosophical questions as: What is the ultimate distinction between the mind and the body, and what is the relation between them? What is the relation of the mind to the physical universe? What makes an individual who that individual is? Also investigated are other topics in philosophical psychology relating to the status of beliefs, intentions and desires and their role in human action. Three credits.

**Philosophy 174 Continental Philosophy**

Offered on occasion

An exploration of the following: nineteenth-century 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. Three credits.

**Philosophy 175 Asian Philosophy**

Offered on occasion

An overview of the central spiritual traditions of Asia, including Hinduism, the Theravada, Mahayana, Vajrayana, and Zen schools of Buddhism, Confucianism and Taoism, focusing on their theories of ultimate reality, the self, death, and ethical, social and political obligation. Three credits.

**Philosophy 176 American Philosophy**

Offered on occasion

A study of American contributions to Western philosophical inquiry. A brief survey of British Idealism and its Oxford and Cambridge critics (Moore, Russell and Ayer) serves as preparation for exploring the development of American Pragmatism in selected works of William James, Charles Sanders Peirce, George Herbert Meade, John Dewey and others. Contemporary American analytical philosophy is also considered in relation to Pragmatism, colonial Puritanism, and the racial, ethnic and political diversity of America's intellectual heritage. Three credits.

**Philosophy 179 Social and Political Philosophy**

Offered on occasion

A study of the moral aspects of political and social theory and a careful discussion of such classic philosophical topics as freedom, coercion, authority, rights, responsibility and justice. Readings selected from Plato, Aristotle, Hobbes, Locke, Hume, Rousseau, Marx, Dewey, Arendt, Rawls and others. Contemporary economic, social and political problems are considered. Three credits.

**Philosophy 190 Special Seminar**

Offered on occasion

An intensive study of one or two great philosophers or of a single complex issue in contemporary philosophy. Authors and problems selected vary from year to year. May be repeated in subsequent semesters if subject matter is different. Three credits.

### Philosophy 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. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

### Philosophy 200 Series

Offered on occasion

Courses that explore particular ethical issues of modern life in depth. Topics vary from year to year and include issues of sexuality, family and the life span; environmental ethics; and ethical issues in the professions (journalism, the arts, business, health care, education, the military, and law enforcement). Three credits.

### Philosophy 213 Philosophical Investigations Through Film

(Same as Media Arts 213)

Offered on occasion

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. Three credits.

## Photography

(See Media Arts.)

## Physical Education

Except for courses with prerequisites or corequisites or other restrictions, all Physical Education courses are open to all majors.

### Physical Education 1

#### An Introduction to Racquet Sports

For Non-Physical Education Majors  
Offered on occasion

An overview of the fundamental skills required to participate in and enjoy racquet sports such as badminton, tennis, paddle tennis, paddleball and pickle ball. Students gain understanding of the rules, courtesies, equipment, strategies and safety needed for the novice participant. Two hours. One credit.

### Physical Education 2 Introduction to Golf

Offered on occasion

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. One credit.

### Physical Education 3 Personal Safety For Non-Physical Education Majors

Not open to students who have completed Physical Education 140  
Offered every Spring

A broad spectrum course designed to make the student aware of the personal and community factors that contribute to a safe living environment in the new millennium. Topics include home, fire, occupational and personal safety as well as disaster planning. Two credits.

### Physical Education 4 Fitness and Wellness

Offered every Fall

An overview of the factors that influence personal wellness. Includes topics related to nutrition, environmental forces, personal activity, and psychological needs that affect the daily choices made to pursue a healthy state of being. Three credits.

### Physical Education 5 Human Sexuality

Offered every Spring

An approach to human sexuality as a comprehensive and integrated topic, viewing sexual behavior from a biological, social, historical and cross-cultural perspective. Discussions are designed to help students understand their own physical, mental and emotional maturation process as related to sex. Three credits.

### Physical Education 6

#### Stress Inoculation: Theory and Practice

Offered every semester

A study of the psychological causes, factors, dimensions and indicators of stress that help a person identify and recognize distress symptoms. Participants learn stress-management skills and strategies to develop immunity from stress and

become more efficient in coping with personal, professional and academic stresses. Three credits.

### Physical Education 13

#### Beginning Aerobic Dance 1

Special Fee: \$60.00

For course description, see Dance 13.  
Three hours. Three credits.

### Physical Education 13A Step Aerobics

Special Fee: \$60.00

For course description, see Dance 13A.  
Three hours. Three credits.

### Physical Education 14

#### Beginning Aerobic Dance 2

Special Fee: \$60.00

For course description, see Dance 14.  
Three hours. Three credits.

### Physical Education 21 Team Sports, Coaching and Performance I

(Same as Sport Sciences 21)

Special Fee: \$55.00

Offered every Fall

Instruction in the fundamental skills, rules, strategies and equipment of the sports of baseball, soccer and racquetball. Emphasis is placed on analyzing skills in terms of movement elements, performance, improvement, and assessing and solving specific problems. Five hours. Two credits.

### Physical Education 22 Team Sports, Coaching and Performance II

(Same as Sports Sciences 22)

Special Fee: \$55.00

Offered every Spring

Instruction in the fundamental skills, rules, strategies and equipment of the sports of football, volleyball, and track and field. Emphasis is placed on analyzing skills in terms of movement elements, performance improvement, and assessing and solving specific problems. Five hours. Two credits.

### Physical Education 47

#### Personal and Community Health

Offered every Spring

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, sexuality, stress and

consumer-related issues. Two hours. Two credits.

**Physical Education 58  
Introduction to Dance I**  
*Special Fee: \$90.00*

For course description, see Dance 1.  
Four hours. Three credits.

**Physical Education 70 Principles and Foundations of Physical Education**  
Offered every Fall

An examination of the historical and philosophical development of physical education from primitive man to the present. The course is designed to acquaint the student with the realm of physical education as a profession with a past, present and future as well as related ethics, objectives and directions. Two hours. Two credits.

**Physical Education 100 Independent Study in Physical Education**  
Offered every semester

Independent study to be defined in consultation with instructor-sponsor. The student engages in independent study or field experience to investigate a contemporary issue related to physical education, recreation or sports administration. Requires approval of Division Director. May be taken one semester only. One to three credits.

**Physical Education 101  
Movement Education**  
Offered on occasion

A course that provides the necessary tools and knowledge to set up and carry out a movement education program in the classroom or gymnasium. Opportunities exist to explore, discover, create and participate in a holistic approach to movement education. Designed for both the non-physical education and physical education major. Two hours. Two credits.

**Physical Education 121.1  
Organization of Physical Education Activities for the Elementary School**  
Open to all students  
Offered every Fall

A study of the basic principles, content, organization and curriculum for the elementary school child in physical education. Includes methods, teaching strategies and program evaluation. Peer teaching in games of low organization, calisthenics, self-testing activities and

basic motor patterns is carried out. Observation and fieldwork in local elementary schools is conducted. Three credits.

**Physical Education 121.2  
Organization of Physical Education Activities for the Secondary School**  
*Prerequisite or corequisite:* Physical Education 21 or 22  
Offered every Spring

A pedagogy laboratory that accompanies Physical Education 21 and 22 with teaching methods, instructional strategies, skills, rules and appropriate safety factors. Using peer teaching, the student develops the ability to analyze selected sports skills in team activities such as baseball, soccer, volleyball and softball. One hour. One credit.

**Physical Education 122  
Individual and Dual Activities**  
Offered every Spring

A study of the basic principles, content, organization and curriculum for individual and dual activities. Includes methods and teaching strategies, program evaluation and peer teaching. Activities include tennis, badminton, archery and golf. Three hours. Three credits.

**Physical Education 140  
CPR/First Aid/Safety**  
Offered every semester

A study of the theory and practice of first aid and CPR leading toward certification. Principles of safety as a personal focus are taught. The course is designed to develop skills, knowledge and attitudes to promote safe living in schools, homes and community. Three credits.

**Physical Education 140.1  
CPR/First Aid**  
Offered every semester

An opportunity for students, upon successful understanding of the theory and practice, to earn certification cards in CPR and Standard First Aid. Two credits.

**Physical Education 142  
Basic Principles of Athletic Training**  
(Same as Sports Sciences 142)  
*Special Fee: \$55.00*  
*Prerequisite:* Biology 131  
Offered every Spring

For course description, see Sports Sciences 142. Three credits.

**Physical Education 146 Principles and Philosophy of Coaching I**  
(Same as Sports Sciences 146)  
*Prerequisite:* Sports Sciences 21 or 22  
Offered every Spring

For course description, see Sports Science 146. Three credits.

**Physical Education 150 Motor Learning**  
(Same as Sports Sciences 150)  
*Special Fee: \$55.00*  
*Prerequisite:* Physical Education 21 or 22  
*Prerequisite or corequisite:* Physical Education 151  
Offered every Spring

A consideration of the various theories of motor learning, including the most recent concepts in the field. Includes a study of the principles of motor learning and their application to the learning of motor activities. Three hours. Three credits.

**Physical Education 151 Kinesiology**  
(Same as Sports Sciences 151)  
*Special Fee: \$55.00*  
*Prerequisite:* Biology 131  
Offered every Fall

The application of facts and principles of anatomy and mechanics to the study of human motion, including the systematic approach to the analysis of motor-skill activities. Three hours. Three credits.

**Physical Education 152  
Exercise Physiology I**  
(Same as Sports Sciences 152)  
*Special Fee: \$55.00*  
*Prerequisite:* Physical Education 151 or Biology 131 or Chemistry 3x  
Offered every Spring

A study of the physiological effects of movement on the human body and the relationship existing among muscular, respiratory, circulatory and nervous systems. Three credits.

**Physical Education 153  
The School Health Program**  
*Prerequisite or corequisite:* Physical Education 4, 5, or 47 or permission of the Department  
Offered every Spring

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 adminis-

tration of health services in the school setting. Three hours. Three credits.

#### **Physical Education 154**

##### **Adapted Physical Education I**

(Same as Sports Sciences 154)

*Special Fee:* \$55.00

*Prerequisite or corequisite:* Physical Education 151 or permission of the instructor

Offered every Fall

A study of the development of individualized adapted physical education and recreation programs for the handicapped child. Assessment techniques and methods of teaching motor, perceptual motor, and social skills are discussed. Students learn to apply task analysis and instructional process to developing the I.E.P. in adapted physical education. Course includes all handicapping conditions. Three credits.

#### **Physical Education 156 Evaluation in Health, Fitness and Sports Skills**

(Same as Sports Sciences 156)

*Special Fee:* \$55.00

Offered every Fall

A study of the development and evaluation of testing programs to assess nutritional status, physical fitness, cardiovascular fitness and motor ability for various types of populations. The application of basic statistical techniques to implement a proper measurement program at different settings is reviewed. Three credits.

#### **Physical Education 170**

##### **Teaching Physical Education in a Community Setting**

Offered every Fall

A combination of a field-based physical education experience in a setting other than a public school physical education program with seminars that focus on critical issues of teaching for pre-K through grade 12, including classes with children with disabilities. Students are placed in selected physical education programs that offer the opportunity to learn new skills and to teach both one-on-one and in small groups. Students are closely supervised by an on-site supervisor and a University faculty member. Sixty-five hours of fieldwork, monthly seminars and weekly correspondence via e-mail are required. Three credits.

#### **Physical Education 175**

##### **Organization and Administration of Physical Education and Athletics**

Offered every Fall

A study of the policies, procedures and practices in the administration of programs in physical education and athletics. Areas of study include personnel, budgets and finances, facilities, curriculum, equipment, legal safeguards, and intramurals and extramurals. Three credits.

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## **Physics**

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#### **Physics 20 The Physical Universe**

*Special Fee:* \$65.00

*Prerequisite:* DSM 09 or the equivalent

Offered every semester

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. Four credits.

#### **Physics 27 Physics for Pharmacy**

*Special Fee:* \$60.00

*Prerequisite:* Mathematics 30

Offered every semester

An introductory non-calculus-based physics course for freshman and sophomore Pharmacy majors. Selected topics in mechanics, fluid mechanics, electricity, magnetism, optics, modern physics and quantum mechanics are reviewed. Two lecture hours, one two-hour recitation period, one two-hour laboratory period. Four credits. (Note: Students interested in pre-medical and pre-dental programs or in Biology, Chemistry or Physical Therapy are required to take Physics 31-32.)

#### **Physics 31-32 General Physics**

*Special Fee:* \$60.00 per semester

*Prerequisite:* Mathematics 30 is a prerequisite for Physics 31

Offered every semester

The standard introduction to physics intended primarily for science majors, but may be taken by non-science students. First semester: 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. Four credits per semester.

#### **Physics 61, 62 University Physics**

*Special Fee:* \$60.00 per semester

*Prerequisite:* Mathematics 30 is a prerequisite for Physics 61. Mathematics 40 is a prerequisite for or a corequisite of Physics 62. Physics 61 is a prerequisite for Physics 62.

Offered on sufficient demand

Topics covered are the same as those of Physics 31-32, but using the language and methods of calculus with more rigor and a more thorough coverage of selected topics. Calculus is used. Intended for students majoring in science. Two lecture hours, one two-hour recitation period, and one two-hour laboratory period. Four credits per semester.

#### **Physics 112 Optics**

*Special Fee:* \$60.00

*Prerequisite:* Physics 32

*Corequisite:* Mathematics 101

Offered on sufficient demand

A study of the wave nature of light. Topics such as interference and diffraction are treated from the classical viewpoint. Three lecture hours and one three-hour laboratory period. Four credits.

#### **Physics 113 Thermodynamics**

*Prerequisites:* Physics 32 and

Mathematics 101

Offered on sufficient demand

A study of temperature and its measurement; heat and its transference; work and the first law of thermodynamics; the second law of thermodynamics; and the Carnot cycle and entropy. Applications are made to such topics as the ideal gas, the study of heat engines, refrigeration and the properties of substances. Three lecture hours. Three credits.

#### **Physics 124 Mechanics**

*Prerequisites:* Physics 32 and

Mathematics 102

Offered on sufficient demand

An examination of the basic ideas and techniques of analytical mechanics, including the use of generalized coordinates, Lagrange's equations and Hamilton's canonical equations. Three lecture hours. Three credits.

#### **Physics 125 Electricity and Magnetism I**

*Prerequisite:* Physics 32

Offered on sufficient demand

Introduction to electric and magnetic fields and DC and AC circuit theory. Propagation and radiation of electromagnetic waves are covered. Three credits.

### Physics 126 Electricity and Magnetism II

Special Fee: \$60.00

Prerequisite: Physics 125

Offered on sufficient demand

A study of direct and alternating current circuits, use of oscilloscope, DC and AC bridges, and magnetism. Two lecture hours, three laboratory hours. Four credits.

### Physics 145 Modern Physics

Prerequisite: Physics 32

Corequisite: Mathematics 101

Offered on sufficient demand

A survey of the problems that led eventually to quantum physics and an introduction to nonclassical thinking. Properties of the electron, thermionic and photoelectric emission, cavity radiation, atomic spectra and the explanation of these phenomena in terms of Planck's hypothesis are considered, as are Einstein's photoelectric theory, the Bohr atom, the Compton effect, crystal diffraction, X-rays and X-ray spectra, kinetic theory of gases, and special relativity. Three lecture hours. Three credits.

### Physics 146 Modern Physics

Prerequisite: Physics 145

Offered on sufficient demand

Quantum mechanics treated in sufficient detail to obtain the usual solution of the one-electron atom. Nuclear phenomena, including radioactivity, nuclear reactions, nuclear fission, nuclear devices, cosmic radiation and mesons are covered. Three lecture hours. Three credits.

### Physics 147 Electronics

Special Fee: \$60.00

Offered on sufficient demand

A semiquantitative discussion of the fundamental electronic devices, together with laboratory work designed both to supplement the classroom discussion and provide training in the actual use of electronic equipment. Two lecture hours and two two-hour laboratory periods. Four credits.

### Physics 149 Quantum Mechanics

Prerequisites: Physics 124 and 146

Offered on sufficient demand

A brief introduction to the mechanics of operators, followed by a discussion of the postulates of quantum mechanics. Various physical systems, including the hydrogen atom, are treated by the Schrödinger method. Three lecture hours. Three credits.

## Political Science

Political Science 11 is required of all Political Science majors and is a prerequisite for advanced courses. It is recommended that Political Science 150 be taken before courses numbered 151-159.

### Political Science 11 Power and Politics

Offered every semester

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. Three credits.

### I. American Institutions and Political Practices

#### Political Science 120 Power in America

Offered Fall 2008

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. Three credits.

#### Political Science 121 The Legislative Process

Offered Spring 2007

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. Three credits.

#### Political Science 123 Political Parties and Political Behavior

Offered Summer 2007

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 behaviorism. Three credits.

#### Political Science 124 The Media and American Politics

Offered on occasion

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. Selected videos dealing with these topics are presented in class. Three credits.

### Political Science 125 The American Presidency

Offered Spring 2007

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. Three credits.

### Political Science 126 American Constitutional Law

Offered Fall 2007

An analysis of constitutional principles as expressed in major United States Supreme Court decisions relating to separation of powers, federalism, and regulation of business. Three credits.

### Political Science 128 Race, Sex and the Law

Offered Spring 2007

An exploration of the role of politics, the Constitution and the law and the shaping of public policies in areas of race and sex. When the law has or has not played a positive role in advancing society toward the goal of equality, justice, and the promises of the Declaration of Independence and the Constitution is considered. What are both the possibilities and limits of using the law as an instrument for social and political progress? A major theme is whether "group rights" exist or are emerging in American constitutional and legal thinking and, if so, what their impact on the principle of individual rights is. Three credits.

### Political Science 129 Civil Liberties and the American Constitution

Offered Spring 2008

A study of basic constitutional guarantees of the civil liberties as interpreted by the courts, especially through the Bill of Rights and the Fourteenth Amendment. Three credits.

### Political Science 130 The American Judicial System

Offered on occasion

A study of the function, structure and decision-making process in federal and state courts. Visits may be made to courts and judges. Three credits.

**Political Science 132 Administration of Criminal Justice**  
Offered Fall 2007

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. Three credits.

**Political Science 133 Rights of the Accused**  
Offered Fall 2007

An examination into the legal rights of persons accused of crimes. Topics include arrests — lawful and unlawful — 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. Three credits.

**Political Science 134 Police and Public**  
Offered Spring 2007

A study of the origins of the system, including its roles and functions. Police and youth, minorities and the general public; organization and control; and professional training and behavior are covered. Three credits.

**Political Science 139 Prisons and Prisoners**  
Offered Fall 2007

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. Trends. Three credits.

**Political Science 140 Public Administration**  
Offered Spring 2007

A study of organization and management in executive departments and agencies at various levels and bureaucracy, policy formation, planning, budgeting and program implementation. Case studies illustrate administrative theories and practices. Three credits.

**Political Science 143 Urban Politics and Problems**  
Offered Fall 2007

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. Three credits.

**Political Science 144 State and Local Government**  
Offered Summer 2008

A study of the structure and operation of departments, legislatures and courts. Roles of mayor and governor; interest groups and unions; and city-state relations are considered. Three credits.

**Political Science 145 Ethnic Politics**  
Offered Summer 2007

A survey of the role of ethnic groups within 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. Three credits.

**Political Science 146 The Politics of the Civil Rights Movement**  
Offered Spring 2007

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. Three credits.

**Political Science 147 The Dynamics of Political Leadership**  
*Special Fee: \$55.00*  
Offered Fall 2008

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. Three credits.

**Political Science 148 Political Leaders and Community: A Practicum**  
Offered on occasion

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. Three credits.

**II. International Relations—Foreign Policy**

**Political Science 150 World Politics**  
Offered Spring 2007

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 from the realist school to liberal/idealist, and Marxist/dependency approaches to world politics are examined. Cycles of “hegemonic” leadership and the origins, scope and future direction of American global power are considered. Three credits.

**Political Science 151 American Foreign Policy**  
Offered Fall 2007, Fall 2008

An introduction to the sources, processes, policies, goals and major 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, the dimensions of East-West rivalry (with their domestic consequences) and the development of an interventionist policy in the Third World. An analysis of American involvement in Vietnam, the major foreign policy failure in the post-war era, calling into question all the assumptions of American foreign policy since 1945. An examination of the evolution of the American commitment to Vietnam and the major institutional forces shaping policy. Three credits.

**Political Science 152 Soviet and Russian Foreign Policy**  
Offered Fall 2007

An analysis of the dynamics and central problems of Soviet foreign policy; discussion of ideological roots and the impact of Leninism and Stalinism; world relations, Sino-Soviet split and the Third World; evolution of peaceful coexistence; and detente and new partnerships. Special attention is given to the problem

of reformulating foreign policy in an era of the breakup of the dominant role of the Communist Party, the breakdown of central Soviet power, and the emergence of a new Russia. Three credits.

**Political Science 153 International Political Economy**

Offered Fall 2007, Fall 2008

An introduction to the study of political economy: the interrelationships between politics and economics (power and wealth) demonstrated by many 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. Three credits.

**Political Science 154 Human Rights in International Politics**

Offered Fall 2007

A study of the role of human rights in international politics and the impact of human rights considerations on foreign and domestic policies of states; the study of conceptual and historical issues, including the struggle between human rights claims and state sovereignty, the Cold War and the politicization of human rights, and the significance of grassroots human rights movements in the world; and the role of the United Nations and non-governmental organizations. An analysis is made of case studies of human rights abuses and reactions of the international community. Three credits.

**Political Science 157 Intelligence and Covert Operations in U.S. Foreign Policy**

Offered on occasion

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 policy-makers 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. Three credits.

**Political Science 158 The Politics of the Vietnam War**

Offered Spring 2007

The study of the Vietnam War and the Vietnam revolution. Antecedents of the "American" war, including the history of Western intervention in Vietnam, gradual American involvement, and the American defeat and its aftermath are explored, as are the roots of peasant anti-colonialism, the revolutionary Communist movement and its eventual triumph. An examination is made of the experiences and struggles of those who fought the war, both American and Vietnamese; United States foreign policy goals and the Cold War; and the impact of the war on Vietnam and its people. Three credits.

**Political Science 159 Introduction to International Law**

Offered on occasion

An introduction to the nature and operations of international law and international organizations. The interaction between law, politics, international organizations and the global environment is emphasized. Three credits.

**III. Foreign Political Systems—Comparative Politics**

**Political Science 160 Comparative Politics of Europe**

Offered on occasion

An analysis of the political systems of major Western European states and contemporary developments. Three credits.

**Political Science 161 Concepts and Theories in Comparative Politics**

Offered Fall 2007

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. Three credits.

**Political Science 162 Soviet and Post-Soviet Political Systems**

Offered Spring 2007

An examination of the evolution of the political and governmental systems, the

impact of Marxism and Leninism, the Communist Party, and the development of Stalinism and its legacy. A study is conducted of contemporary innovations; problems of economics, nationalities and union breakup; the law and legal system; the politics of the republics and inter-republic tensions; and the dual struggle and search for democracy and coherent union relationships in the period of the breakdown of central Soviet power and the transition to democratic institutions and practices. Three credits.

**Political Science 164 Latin American Politics**

Offered Fall 2007

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. Three credits.

**Political Science 165 Contemporary Asian Politics**

Offered Spring 2007

A study of the governments and politics of contemporary Asian countries — the great political and cultural diversity of East Asia, from Japan and South Korea to the Communist countries of China and Vietnam, to Thailand and Indonesia. How the governments work, political traditions, the role of democracy and political participation, government-business relations, social forces and global influences are all considered. Three credits.

**Political Science 166 The Politics of Development**

Offered Spring 2007, Spring 2009

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. Three credits.

**Political Science 167 Revolutionary Theory and Governments**

Offered Fall 2007

An examination of the various approaches and theories of revolution developed to explain the major political and social revolutions and upheavals of our time. From the French Revolution in 1789 to the recent Zapatistas in Chiapas, Mexico, revolution can be studied for what it reveals about the political process, the breakdown of that process, the role of the state, international/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. Three credits.

#### IV. Political Theory

##### **Political Science 170 Classical Political Theory** Offered Fall 2007

An analysis of political thought from Plato through the Middle Ages. Special focus is on the position of the individual, authority of the state, citizenship, liberty and order. Three credits.

##### **Political Science 171 Modern Political Theory** Offered Spring 2008

An exploration of political thought from Machiavelli through Marx. Questions of liberty, obligations and order, and the individual and the state are discussed. Three credits.

##### **Political Science 173 American Political Thought** Offered Fall 2007

An examination of American political thought with respect to constitution-making, rights, the federal union, and trends in liberalism and conservatism. Three credits.

##### **Political Science 174 Contemporary Political Theory** Offered Fall 2007

An examination of the major trends in twentieth century political theory. Focus is on democratic theory, postmodernism, feminism, theories of justice, communitarianism, and liberal individualism, among others. Three credits.

##### **Political Science 175 Comparative Democratic Theory** Offered Spring 2008

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. Three credits.

##### **Political Science 176 Marxism** Offered Fall 2008

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 Engel's work in philosophy, economic history, politics, and ideology; and evaluates the content of their activities. Three credits.

##### **Political Science 185 Seminar: Political Inquiry**

Required of all Political Science majors  
Open to juniors and seniors only  
Offered every Spring

An analysis of the different ways political scientists ask questions and study politics and how such modes of inquiry affect their answers about what happens in 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. Three credits.

##### **Political Science 190-191 Senior Honors Thesis**

Political Science 190 offered every Fall  
Political Science 191 offered every Spring

A yearlong program designed to challenge students, who will work closely with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a high-quality 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. Students contemplating the Senior Honors Thesis are encouraged to develop a thesis topic in the Spring of their junior year. The thesis prospectus should be developed with the approval of the faculty mentor and a second and third faculty reader. The Senior Honors Thesis is a requirement for students wishing to graduate with honors as a Political Science major. Students should register for 190 in the Fall and 191 in the Spring. No credit will be awarded unless both courses are completed successfully. Three credits per semester.

##### **Political Science 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. Three credits per semester.

##### **Political Science 197, 198 Independent Study/Internship**

Prerequisite: Permission of Chair of the Department and the Dean

The usual undertaking is research associated with working assignments closely related to the student's specific courses. Students may develop internships. Three credits per semester.

##### **Political Science 200 Series Select Topics in Political Science** Offered every year

An opportunity to explore in depth select critical issues, problems and frontiers in political science. Topics vary from year to year and promote the concept of experimentation. Three credits.

*Political Science courses numbered in the 500s and listed below are graduate courses open to qualified undergraduate students with the permission of the Department Chair.*

##### **Political Science 505 Foundations of Political Theory**

##### **Political Science 508 Seminar in Political Theory**

##### **Political Science 509 Revolutionary Theory and Government**

##### **Political Science 510 Violence and Terrorism**

##### **Political Science 520 Poverty, Politics and Law**

##### **Political Science 521 The Electoral Process**

##### **Political Science 522 Labor Law and Politics**

##### **Political Science 546 Rights of the Defendant**

##### **Political Science 547 International Human Rights**

##### **Political Science 571 Public Administration and Public Policy**

##### **Political Science 572 Decision Making in the Public Service**

**Political Science 573**

**Comparative Bureaucracy**

**Political Science 575 Concepts of the American Presidency**

**Political Science 577 Problems in American Foreign Policy**

**Political Science 578 The Problems of Military Strategy and World Security**

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## Psychology

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Psychology 3 is a prerequisite for all advanced Psychology courses.

**Psychology 3 Introduction to Psychology**  
Offered every semester

An introduction to the basic concepts and empirical data in the scientific study of human behavior, including a study of the biosocial basis of behavior and personality development, the measurement of individual differences, processes of learning, sensorimotor functions, social interaction, and emotional conflict and adjustment. Three credits.

**Psychology 107**

**Developmental Psychology I**

Not open to students who have completed Education 109  
Offered every semester

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. Three credits.

**Psychology 108**

**Developmental Psychology II**

Offered every semester

A life-span 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. Three credits.

**Psychology 109 Personality**

Offered every semester

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. Three credits.

**Psychology 110 Abnormal Psychology**

Prerequisite: Psychology 109

Offered every semester

An examination of the significance of deviant behavior in modern life, with detailed attention to major behavior disorders such as mental deficiency, psychoneurosis, 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. Three credits.

**Psychology 112**

**Organizational Psychology**

Offered on occasion

The application of psychological principles and techniques in business and industry, including standard personnel procedures and management-personnel problems. Three credits.

**Psychology 113 Social Psychology**

Offered on occasion

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. Three credits.

**Psychology 115 Group Dynamics**

Offered on occasion

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. Three credits.

**Psychology 116**

**Introduction to Clinical Practice**

Prerequisites: Psychology 109 and 110

Offered on occasion

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 psychol-

ogy majors who plan to do graduate work in one of the mental health professions, particularly clinical psychology. Three credits.

**Psychology 117 Psychology of Women**

Offered on occasion

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. Three credits.

**Psychology 118 Biopsychology**

Offered every Fall

An examination of the neuroanatomical, neurochemical and neurophysiological 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. Three credits.

**Psychology 119 Psychology of Art**

Offered on occasion

An exploration of the psychological aspects of both the creation and interpretation of art, focusing mainly, but not exclusively, on modern and postmodern visual art and its relation to modern life. Topics include basic concepts and problems in the psychology and philosophy of art, the role of modern art in contemporary society, and the relationship of the artistic imagination to other forms of creativity. In addition, opportunities are provided to view, experience and comment on art exhibits in the New York City area. Three credits.

**Psychology 120 Psychology of Perception**

Offered on occasion

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. Three credits.

**Psychology 121 Learning and Memory**  
Offered on occasion

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. Three credits.

**Psychology 122 Tests and Measurement**

*Prerequisite:* Psychology 109 recommended  
Offered on occasion

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. Three credits.

**Psychology 123**

**Introduction to Behavior Modification**

Psychology 121 is recommended before this course  
Offered on occasion

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. Three credits.

**Psychology 124**

**Cross-cultural Issues in Psychology**

Offered on occasion

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. Three credits.

**Psychology 125**

**Contemporary Systems of Psychology**

Offered every semester

A review in depth of the philosophic roots as well as the major contemporary schools of thought in psychology, such as behaviorism, psychoanalysis, existentialism, gestalt, and biosocial theory. Comparisons are made of the various schools, and appraisals of specific contemporary issues, with special attention

to the leading proponents of each school are conducted. Three credits.

**Psychology 126 Psychology and the Law**

*Prerequisite:* Psychology 110 recommended  
Offered on occasion

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, eye-witness identification, hypnosis and polygraph testing, jury selection and jury law. Three credits.

**Psychology 127 Cognition**

Offered on occasion

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. Three credits.

**Psychology 128**

**Field Work in Psychology**

*Prerequisite:* At least 15 credits in advanced Psychology  
Offered on occasion

Students perform eight hours of supervised volunteer work per week in applied psychology in an approved community/social service agency—for example day-care 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. Three credits.

**Psychology 150**

**Statistics in Psychology**

*Prerequisite:* All core mathematics courses  
Offered every semester

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. This course is a prerequisite for Experimental Psychology. Three credits.

**Psychology 151**

**Experimental Psychology**

*Prerequisite:* Psychology 150  
Offered every semester

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. Four credits.

**Psychology 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. Three credits.

**Psychology 180**

**Honors Seminar: Professional Ethics**

Offered every Fall

This seminar discusses various theoretical and practical issues in psychology. Problems of ethics and the role of psychologist receives particular attention. Three credits.

**Psychology 181 Honors Seminar: Advanced Research Design and Statistics**

Offered every Spring

This seminar begins with a general overview of the basics of research design and statistics in psychology and from there proceed to covering more advanced problems and procedures. Emphasis is put on the coordination of designing studies and the different ways in which data can be analyzed. Students are encouraged throughout the seminar to generate their own investigation. Four credits.

**Psychology 182 Honors Seminar: Working with Statistical Software**

Offered every Spring

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. One credit.

**Psychology 183**

**Honors Seminar: Health Psychology**

Offered every Fall

This seminar will present and discuss the psychological issues and problems that concern professionals working in the health field. Basic research and conceptualizations will be discussed. Three credits.

### Psychology 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. Three credits per semester.

### Psychology 197, 198 Independent Study

*Prerequisite:* Permission of the Chair of the Department and the Dean.

Three credits per semester.

## Quantitative Analysis

### Quantitative Analysis 128 Business Statistics I

*Prerequisite:* Mathematics 16 or equivalent  
Offered every semester

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. Three credits.

### Quantitative Analysis 129 Business Statistics II

*Prerequisites:* Mathematics 16 and QA 128  
Offered every semester

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. Three credits.

## Respiratory Care

### Respiratory Care 101 Cardiopulmonary Physiology I

*Special Fee:* \$75.00

*Prerequisite:* Admission to the Respiratory Care Program  
Offered every Fall

A study of the anatomy and physiology of the cardiopulmonary system, specifically, the physiology of the lung, the function and innervation of cardiac muscle, cardiac circulation, cardiac pump, mechanics of breathing, oxygen and carbon dioxide exchange and control of ventilation. Three credits.

### Respiratory Care 103 Clinical Application of Acid-Base Balance

*Special Fee:* \$70.00

Offered every Fall

This is preparation for the dynamics of clinical respiratory care and the intimate interaction of care with the acid-base status of the patient. The inter-relationships of pH, oxygen, carbon dioxide and electrolytes are examined. The integration of care concepts is studied, with acute awareness of the effects of the cardiac, pulmonary and renal systems as well as electrolytes on human oxygenation and acid-base balance. Blood-gas instrumentation operation, maintenance, quality control and quality assurance are discussed. Two hours. Two credits.

### Respiratory Care 107 Pulmonary Function

*Special Fee:* \$75.00

*Prerequisite:* Admission to the Respiratory Care program  
Offered every Fall

This is a study of the following: How to calibrate, perform and interpret spirometry; simple bedside assessment, vital capacity, forced vital capacity and flow-volume loops and the measure and interpretation of total lung volumes, using helium dilution, nitrogen washout and body plethysmography. Cardiopulmonary exercise testing is introduced. Two lecture hours, one laboratory hour. Two credits.

### Respiratory Care 109 Clinical Experience I

*Laboratory Fee:* \$55.00

*Prerequisite:* Admission to the professional phase of the Respiratory Care Program  
Offered every Fall

This course focuses on the basic patient assessment, interviewing and record-keeping skills needed to prepare the student to enter the clinical setting. Students receive a supervised experience in a clinically affiliated respiratory care department, where they have the opportunity to apply the theory and skills learned in the classroom to the patient-care setting. Three lecture hours and clinical experience as assigned. Two credits.

### Respiratory Care 112 Theory and Practice of Respiratory Care I

*Special Fee:* \$75.00

Offered every Fall

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. Students will be introduced to the mechanical ventilation of the adult patient. Four lecture hours, four laboratory hours. Five credits.

### Respiratory Care 141 Evaluation and Management of Injuries and Emergencies

Open to all majors

*Special Fee:* \$55.00

Offered every semester

A course designed for students of the health professions that will cover the evaluation and management of various injuries and emergencies, such as electrical shock, near drowning, fractures and epileptic seizures. Students will develop a strong foundation in current medical terminology related to injuries and emergencies; students perform basic life support and cardiopulmonary resuscitation (CPR) under the guidance and supervision of a certified instructor. Students may earn certification in AHA BLS. Two credits.

### Respiratory Care 200 Cardiopulmonary Pathology

*Special Fee:* \$55.00

*Prerequisites:* Respiratory Care 101, 103, 107, 109, 112  
Offered every Spring

This is the study of normal physiology as compared to the pathophysiology of the cardiopulmonary system. Special emphasis is placed on respiratory function in obstructive airway diseases, interstitial lung diseases, and neuromuscular respiratory failure. Case studies, pulmonary function evaluation, radiologic evalua-

tion and lung scans are used to elucidate the pathophysiology. Three credits.

**Respiratory Care 205 Cardiopulmonary Medical Science**

*Writing Intensive Course:* Open only to Respiratory Care and Sports Sciences majors

*Special Fee:* \$75.00

*Prerequisites:* Biology 132, Respiratory Care 101

Offered every Spring

This course fulfills the writing intensive graduation requirement. A well-researched paper on a medical science topic mutually agreed upon by both the instructor and the student is an end-product of this course. The lecture and laboratory are a study of advanced cardiopulmonary monitoring and support such as 12-lead EKGs, cardiac enzymes, pulmonary artery catheters and management of intra-cranial pressures. Heart failure and acute myocardial infarction, including defibrillation, cardioversion are discussed. The course addresses secretion removal and lung re-expansion therapies in several disease states. Also included is an introduction to neonatal care. Two lecture hours, two discussion hours. Three credits.

**Respiratory Care 206 Rehabilitation Techniques in Respiratory Care**

*Prerequisites:* Respiratory Care 101, 107, 200, 210

Offered every Fall

This course is the study of the assessment and development of therapeutic plans for patients with chronic pulmonary and cardiovascular diseases. Topics also include asthma education, COPD interventions, sleep studies, wellness and smoking cessation. Three credits.

**Respiratory Care 210 Clinical Experience II**

*Special Fee:* \$55.00

*Prerequisites:* Respiratory Care 109, 112

Offered every Spring

This is a course in which both classroom/laboratory and regional respiratory care departments are used. In the classroom/laboratory, students learn about negative and positive pressure ventilation, patient/ventilator assessment, ventilator management, and the complete functions of commonly used adult and infant ventilators. In respiratory care clinical assignments, students learn to apply ventilator concepts in patient-care settings at clinically affiliated sites. One hour lecture, two hours laboratory. Two credits.

**Respiratory Care 213 Theory and Practice of Respiratory Care II**

*Special Fee:* \$75.00

*Prerequisites:* Respiratory Care 109, 112

Offered every Spring

The theory and practice of artificial airway management, positive pressure, lung expansion therapies, mechanism ventilators, and interpretation of ventilator waveforms are discussed. Students assemble, use and troubleshoot equipment used in such therapies. Four lecture hours, four laboratory hours. Five credits.

**Respiratory Care 214 Cardiorespiratory Pharmacology**

Offered every Spring

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 and disease and conscious sedation medication. For each drug, students learn the indications, contraindications, adverse reactions, doses, mechanism of action and routes of administration. Three credits.

**Respiratory Care 215 Selected Topics in Internal Medicine**

*Special Fee:* \$70.00

*Prerequisites:* Respiratory Care 200, 205, 210, 213, 214

Offered every Fall

This course addresses the respiratory care assessment and therapeutic interventions for emergency medicine, 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. Students will access and interview an actor portraying a Standardized Patient during this course. Three credits.

**Respiratory Care 225 Neonatal and Pediatric Respiratory Care**

Open only to Respiratory Care majors

*Prerequisites:* Respiratory Care 205, 210, 213

Offered every Fall

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. Three lecture hours. Three credits.

**Respiratory Care 229 Clinical Experience III**

*Special Fee:* \$75.00

*Prerequisites:* Respiratory Care 200, 210, 213, 214

Offered every Fall

Students rotate through critical care, adult acute care, neonatal, pediatric, and surgical care units as well as pulmonary function, in a 15-week course that has eight hours of laboratory/lecture and 24 hours of clinical work per week. Eight credits.

**Respiratory Care 302 Administration and Management in Respiratory Care**  
(Formerly Respiratory Care 102)

Offered on occasion

An examination of the relationships between the therapist, physician, patient and other allied health professionals with the healthcare system is the aim of the course. Students discuss the ethics of health care delivery. In addition, students are exposed to the managerial and administrative aspects of a successful respiratory care department. Topics include personnel relations, ethical aspects, budget preparation, equipment and physical plant management and regulatory standards for respiratory care. Two lecture hours. Two credits.

**Respiratory Care 311 Respiratory Critical Care**

*Special Fee:* \$75.00

*Prerequisites:* Respiratory Care 206, 215, 225, 229

Offered every Spring

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 permissive hypercapnia and permissive hypoxia. Also discussed are liberation from mechanical ventilation and extubation/de-cannulation. Three credits.

**Respiratory Care 330 Clinical Experience IV**

*Special Fee:* \$75.00

*Prerequisite:* Respiratory Care 229

Offered every Spring

The student will rotate through advanced clinical specialties during the students' final semester in a 15-week course that has eight hours of laboratory/lecture and 24 hours of clinical work per week. Eight credits.

**Respiratory Care 331 Principles to Practice in Respiratory Care**

*Special Fee:* \$75.00

*Prerequisites:* Respiratory Care 213, 229  
Offered every Spring

In this course the student is challenged to develop a comprehensive care plan with its clinical interdisciplinary, administrative, educational, and even research aspects. The integration of clinical priorities, administrative exigencies must provide the patient and the healthcare system with an optimal outcome. To this end-point, students will be required to construct interdisciplinary care plans, clinical simulations and training. Four lecture hours. Four credits

## Social Science

**Social Science 190 Research Seminar**

*Prerequisite:* Approval of appropriate Social Science Chair  
Offered every year

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.

**Social Science 200 Series Senior Capstone Seminar in the Social Sciences**

Required of all Social Science majors in their senior year  
Offered every year

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 sci-

ence majors. Course topics and themes vary from year to year. Three credits.

## Social Work

**Social Work 101 Introduction to Human Services and Social Work**

*Prerequisites:* Sociology 3, Philosophy 61, Psychology 3  
Offered every semester

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. Three credits.

**Social Work 102 Field Experience**

*Prerequisites:* Social Work 101  
Offered every semester

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. Three credits.

**Social Work 114 Social Welfare Institutions**

*Prerequisite:* Social Work 101  
Offered every Fall

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. Three credits.

**Social Work 115 Social Welfare and Public Policy**

*Prerequisite:* Social Work 114  
Offered every semester

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. Three credits.

**Social Work 116 Human Diversity**

*Prerequisite:* Anthropology 5  
Offered every semester

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 his/her environment concept, and the social construction and impact of race, ethnicity, sexual orientation, class, and disabilities in particular, in the United States. Three credits.

**Social Work 121 Social Work Research**

*Prerequisite:* Mathematics 15 or 16  
Offered every semester

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. Three credits.

**Social Work 122 Gerontological Social Work**

Offered every Spring

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. Three credits.

**Social Work 123 Human Behavior in the Social Environment I**

*Prerequisites:* Social Work 101, Biology 22  
Offered every semester

A biopsychological 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 life-cycle perspective. Psychological, sociocultural and political economic theories are used to understand behavior at the individual, family, group, organizational, community and societal levels. Three credits.

**Social Work 124 Human Behavior in the Social Environment II**

*Prerequisite:* Social Work 123  
Offered every Spring

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. Three credits.

**Social Work 170 Social Work Practice I**

*Prerequisite:* Social Work 101  
Offered every semester

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. Three credits.

**Social Work 171 Social Work Practice II**

*Prerequisite:* Social Work 170  
Offered every Spring

An overview of the theories and methodologies of social work assessment and intervention at the individual, family, group 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. Three credits.

**Social Work 180, 181 Social Work Fieldwork I, II**

*Prerequisites:* Social Work 170, 171  
*Corequisites:* Social Work 182, 183  
Offered every year

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. Four credits per semester.

**Social Work 182, 183 Fieldwork Seminar I, II**

*Prerequisites:* Social Work 170, 171  
*Corequisites:* Social Work 180, 181  
Offered every year

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students are also made aware of the implications of field experiences for policy, research, and ethical and value issues. Three credits per semester.

## Sociology/ Anthropology

### Sociology

**Sociology 1 Workplace Dynamics**

For course description, see Cooperative Education 1. Three credits.

Sociology 3 is a prerequisite for all advanced courses in Sociology.

**Sociology 3 Introduction to Sociology**

Offered every semester

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. Three credits.

**Sociology 104 Mental Illness**

(Same as Anthropology 104)  
Offered on occasion

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. Three credits.

**Sociology 105 Religion and Society**

(Same as Anthropology 105)  
Offered on occasion

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 are. Three credits.

**Sociology 106 Communication in Mass Society**

(Same as Anthropology 106)  
Offered on occasion

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. Three credits.

**Sociology 107 Migration**

Offered on occasion

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 may affect women differently from men. Three credits.

**Sociology 108 Youth**

(Same as Anthropology 108)  
Offered on occasion

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. Three credits.

**Sociology 109 Social Movements**

For course description, see Anthropology 109. Three credits.

**Sociology 110 Inequality**  
(Same as Anthropology 110)  
Offered on occasion

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. Three credits.

**Sociology 111 Social Research**  
Offered every year

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 critically analyze research reports. Both qualitative and quantitative approaches are discussed. Three credits.

**Sociology 112 Race and Ethnicity**  
(Same as Anthropology 112)  
Offered every semester

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. Three credits.

**Sociology 113**  
**Urban Anthropology/Sociology**

For course description, see Anthropology 113. Three credits.

**Sociology 116 Sociological Theory**  
Offered every year

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). Three credits.

**Sociology 118 Social Class and Mobility**  
Offered on occasion

Explores the phenomena of social ranking, social mobility and the distribution of opportunities, with particular attention given to American society. Three credits.

**Sociology 119 Marriage and the Family**  
(Same as Anthropology 119)  
Offered on occasion

A consideration of contemporary families—a new diversity. Responses to economic shifts, modern technology, migration, and new male and female roles are examined. Childrearing is an important focus. Ritual/symbolic and political/legal aspects of marriage and divorce in the US and elsewhere are discussed. Three credits.

**Sociology 125 Globalization**  
(Same as Anthropology 125)  
Offered on occasion

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. Three credits.

**Sociology 126 Culture, Gender and Society**  
(Same as Anthropology 126)  
Offered on occasion

A review of the search for biological and social constants of gender and an examination of culturally patterned expressions of sexuality around the world. Three credits.

**Sociology 127 Deviant Behavior**  
(Same as Anthropology 127)  
Offered on occasion

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. Three credits.

**Sociology 128 Criminology**  
(Same as Anthropology 128)  
Offered on occasion

An examination of crime in modern society: the extent and social cost of vio-

lent, property, "white-collar," corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered. Three credits.

**Sociology 130 Socialization: The Self and Society**  
(Same as Anthropology 130)  
Offered on occasion

An analysis of the processes by which individuals become socialized. Sociological perspectives are offered on the relationship of the person to the social milieu. Selected topics include reference groups, the social self, role theory, small groups and symbolic interaction systems. Three credits.

**Sociology 131 Working in a Global Economy**  
(Same as Anthropology 131)  
Offered on occasion

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. Three credits.

**Sociology 132 Anthropology/Sociology of the Bible**

For course description, see Anthropology 132. Three credits.

**Sociology 133 African Cultures and Societies**

For course description, see Anthropology 133. Three credits.

**Sociology 134 East Asian Cultures and Societies**  
(Same as Anthropology 134)  
Offered every year

An examination of the major social institutions and cultural patterns of Asian people. Special emphasis is placed on China, Japan, Korea and Vietnam. Three credits.

**Sociology 135 Caribbean and Latin American Cultures and Societies**

For course description, see Anthropology 135. Three credits.

**Sociology 136 South Asian Cultures and Societies**

(Same as Anthropology 136)  
Offered on occasion

An introduction to the society 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. Three credits.

**Sociology 140 Asian America**

Offered on occasion

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. Three credits.

**Sociology 142 Native Americans Before Columbus**

For course description, see Anthropology 142. Three credits.

**Sociology 143 Native Americans Today**

For course description, see Anthropology 143. Three credits.

**Sociology 144 Drugs and Society**

(Same as Anthropology 144)  
Offered on occasion

An examination of the social and cultural history and definition of "drugs" and their use and abuse in contemporary America and other cultures. Three credits.

**Sociology 148 Medical Sociology/Anthropology**

For course description, see Anthropology 148. Three credits.

**Sociology 149 Shamanism and Witchcraft**

For course description, see Anthropology 149. Three credits.

**Sociology 152 Folklore**

For course description, see Anthropology 152. Three credits.

**Sociology 155 Non-Human Primates**

For course description, see Anthropology 155. Three credits.

**Sociology 160 Popular Culture**

For course description, see Anthropology 160. Three credits.

**Sociology 161 Sociology of Sport**

Offered every year

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. Three credits.

**Sociology 165 Art, Culture and Society**

For course description, see Anthropology 165. Three credits.

**Sociology 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. 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. Three credits per semester.

**Sociology 197, 198 Independent Study**

*Prerequisite:* Permission of Chair of the Department and the Dean

Three credits per semester.

**Anthropology**

Anthropology 4 or 5 is a prerequisite for all advanced courses in Anthropology.

**Anthropology 4 Physical Anthropology**

Offered every semester

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 several million years ago to the rise of civilization. Three credits.

**Anthropology 5 Cultural Anthropology**

Offered every semester

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. Three credits.

**Anthropology 104 Mental Illness**

For course description, see Sociology 104. Three credits.

**Anthropology 105 Religion and Society**

For course description, see Sociology 105. Three credits.

**Anthropology 106 Communication in Mass Society**

For course description, see Sociology 106. Three credits.

**Anthropology 108 Youth**

For course description, see Sociology 108. Three credits.

**Anthropology 109 Social Movements**

(Same as Sociology 109)  
Offered every year

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. Three credits.

**Anthropology 110 Inequality**

For course description, see Sociology 110. Three credits.

**Anthropology 112 Race and Ethnicity**

For course description, see Sociology 112. Three credits.

**Anthropology 113 Urban**

**Anthropology/Sociology**  
(Same as Sociology 113)  
Offered on occasion

A study of the distinctive characteristics of cities, as opposed to other historical and cross-cultural settlement patterns. Focuses on urban economics, neighborhoods, problems, forms of government, and ways of life, as well as theories of urbanization. Three credits.

**Anthropology 117 Anthropological Theory**

Offered on occasion

A survey of the leading schools of theory in cultural anthropology, with emphasis on the historical development of ideas within the discipline and the most influential thinkers in the field. Three credits.

**Anthropology 119 Marriage and the Family**

For course description, see Sociology 119. Three credits.

**Anthropology 125 Globalization**  
(Same as Sociology 125)

For course description, see Sociology 125. Three credits.

**Anthropology 126 Culture, Gender and Society**

For course description, see Sociology 126. Three credits.

**Anthropology 127 Deviant Behavior**

For course description, see Sociology 127. Three credits.

**Anthropology 128 Criminology**

For course description, see Sociology 128. Three credits.

**Anthropology 130 Socialization: The Self and Society**

For course description, see Sociology 130. Three credits.

**Anthropology 131 Working in a Global Economy**

For course description, see Sociology 131. Three credits.

**Anthropology 132  
Anthropology/Sociology of the Bible**  
(Same as Sociology 132)

Offered every Fall

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 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. Three credits.

**Anthropology 133 African Cultures and Societies**

(Same as Sociology 133)

Offered every year

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. Three credits.

**Anthropology 134 East Asian Cultures and Societies**

For course description, see Sociology 134. Three credits.

**Anthropology 135 Caribbean and Latin American Cultures and Societies**

(Same as Sociology 135)

Offered every year

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; nation-building; African identities in the New World; and ritual and performance. Three credits.

**Anthropology 136 South Asian Cultures and Societies**

For course description, see Sociology 136. Three credits.

**Anthropology 137 Ethnography**

Offered every year

An in-depth look at the methods, theory and data involved in the production of ethnographic texts by cultural anthropologists. Along with cross-cultural comparison of societies with respect to economy, social organization, political structure, gender relations and similar topics, discussion focuses on the anthropologist's role as collector, translator and interpreter and the ways in which social scientific research reflects both the politics of its time and the ethics of doing fieldwork. Three credits.

**Anthropology 141 Archaeology: An Introduction**

Offered on occasion

An analysis of the methods and techniques employed by archeologists to discover, reconstruct and date prehistoric and historic cultures and to link human life with its recent and remote past. Three credits.

**Anthropology 142 Native Americans Before Columbus**

(Same as Sociology 142)

Offered on occasion

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. Three credits.

**Anthropology 143 Native Americans Today**

(Same as Sociology 143)

Offered every other year

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. Three credits.

**Anthropology 144 Drugs and Society**

For course description, see Sociology 144. Three credits.

**Anthropology 148 Medical Sociology/Anthropology**

(Same as Sociology 148)

Offered every year

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. Three credits.

**Anthropology 149 Shamanism and Witchcraft**

(Same as Sociology 149)

Offered every year

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. Three credits.

**Anthropology 152 Folklore**  
(Same as Sociology 152)  
Offered on occasion

A survey of folktales, myths, legends, ballads, folksongs, jokes, riddles, the blues, rapping and so on. Diverse forms, functions and interpretations of oral literature around the world are examined. Three credits.

**Anthropology 155  
Non-Human Primates**  
(Same as Sociology 155)  
Offered on occasion

Studies in non-human primates—premonkeys, 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, Diane Fossey, Biruté Galdikas); medical and pharmaceutical research involving primates; and the dangers affecting the survival of non-human primates. Illustrative films used. Three credits.

**Anthropology 160 Popular Culture**  
(Same as Sociology 160)  
Offered every Spring

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 poetry in the U.S. and the Caribbean. Three credits.

**Anthropology 165 Art, Culture and Society**  
(Same as Sociology 165)  
Offered on occasion

An investigation into the relationship between art and the cultures and soci-

eties of the people that produce it. The course will explore 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, will be explored in their social and cultural settings. Three credits.

**Anthropology 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. 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.

**Anthropology 197, 198  
Independent Study**  
*Prerequisite:* Permission of Chair of the Department and the Dean

Three credits per semester.

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## Spanish

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(See Foreign Languages and Literature.)

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## Speech

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(See Communications Studies, Performance Studies and Theatre.)

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## Sports Sciences

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**Sports Sciences 21 Sport, Functional Training and Performance I**  
(Same as Physical Education 21)  
*Special Fee:* \$55.00  
Offered every Fall

Students receive instruction and experience in functional training of athletes and nonathletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Two hours plus additional hours. Two credits.

**Sports Sciences 22 Sport, Functional Training and Performance II**  
(Same as Physical Education 22)  
*Special Fee:* \$55.00  
Offered every Spring

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, the student progresses to more advanced and challenging exercises. Two hours plus additional hours. Two credits.

**Sports Sciences 80 Beginning Fitness and Exercise for Living**  
Offered every Fall

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. Two hours. One credit.

**Sports Sciences 81 Intermediate Fitness and Exercise for Living**  
Offered every Spring

A continuation of Sports Science 80. One credit.

**Sports Sciences 82 Aerobic Fitness and Endurance Exercise**  
Offered every semester

An exploration of the physiology of aerobic fitness through lectures as well as hands-on activities. Topics include standards used for measurement of intensity, prescription of exercise, and aerobic fitness and performance in work and sports. Current trends in aerobic exercise and fat metabolism are reviewed. Two hours. Two credits.

**Sports Sciences 91 Pilates for Health Professionals**  
Offered every Spring

An introduction to Pilates for students interested in or enrolled in the Health Professions. Students practice group mat exercises that are designed to improve core muscle strength, balance, muscle control, spinal and pelvic alignment and flexibility. Development of strength and control in abdominal, back and hip muscles is important for preventing back pain as well as enhancing functional movement and sport performance. Two credits

**Sports Sciences 98 Weight Training**  
*Special Fee:* \$55.00  
Offered every semester

The application of basic techniques of conditioning through use of weights. Emphasis on personal programs. Two hours. One credit.

**Sports Sciences 100 Special Olympics, Theory and Practice I**  
Offered every Fall

An overview of mental retardation and the role of the Special Olympics. Through practical hands-on experiences, students learn how to conduct a Special Olympics training session, assess athletes, and teach sports skills to mentally retarded persons. Two hours. One credit.

**Sports Sciences 101 Special Olympics, Theory and Practice II**  
*Prerequisite:* Sports Sciences 100  
Offered every semester

A continuation of Sports Sciences 100. Two hours. One credit.

**Sports Sciences 102 Adapted Aquatics, Theory and Practice**  
Offered every semester

A brief overview of various disabilities and the role of adapted aquatics. Through hands-on experience, students learn how to work with disabled children in the water and to organize specific activities to meet such children's individual needs. Two hours. One credit.

**Sports Sciences 103 Exercise Prescription I**  
Offered every Fall

This course is designed to teach students how to prescribe exercise prescriptions for normal healthy individuals based on information gathered in the fitness evaluation, client health history and lifestyle questionnaire. Areas addressed will include flexibility, strength, cardiorespiratory endurance and body composition. Laboratory experiences and case studies are used to study problems and develop exercise solutions. Three credits

**Sports Sciences 104 Exercise Prescription II**  
Offered every Spring

This course is based on the American College of Sports Medicine's Guidelines for Exercise Testing and Prescription. ACSM's principles are applied to develop appropriate exercise programming for individuals with musculoskeletal, neurological, auto-immune and cardiovascular impairments. Laboratory experiences and case studies are emphasized. Three credits

**Sports Sciences 106 Yoga for Health Professionals**  
Offered every Fall

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 application to improving the health and well being of their patients. Two credits

**Sports Sciences 109 Women's Self-Defense**  
*Special Fee:* \$55.00  
Offered on occasion

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. One credit.

**Sports Sciences 110 Beginning Tennis**  
Offered every Fall  
*Special Fee:* \$55.00

Fundamentals of forehand, backhand and serve techniques. Overview of game rules, as well as optimal conditioning for performance and injury prevention Two hours. One credit or non-credit.

**Sports Sciences 116 Beginning Karate**  
*Special Fee:* \$55.00  
Offered every semester

A series of exercises designed for self-defense, fitness and health. Two hours. One credit or noncredit.

**Sports Sciences 117 Intermediate Karate**  
*Special Fee:* \$55.00  
Offered every semester

A continuation of Elementary Karate. Emphasis is placed on combination and techniques of self-defense purposes. Two hours. One credit or noncredit.

**Sports Sciences 118 Martial Arts I**  
*Special Fee:* \$55.00  
Offered every Fall

A presentation of the various martial arts techniques to promote mental and physi-

cal abilities. Martial arts are explored both as a natural art that develops self-realization through self-expression and as a science that implies mastery of various laws of movement concerning action-reaction, gravity, momentum, force, velocity and weight transfer. Two credits.

**Sports Sciences 119 Martial Arts II**  
Offered every Spring

In-depth martial arts training that allows students to learn to use their mental and physical energy maximally. Students develop the nucleus of mental control essential to master higher-level self-defense techniques. Two credits.

**Sports Sciences 142 Basic Principles of Athletic Training**  
(Same as Physical Education 142)  
*Special Fee:* \$55.00  
*Prerequisite:* Biology 131  
Offered every Fall

A presentation of the principles of prevention, recognition, and management of athletic injuries. Also included is pertinent administrative, psycho-social and pharmacological issues and an overview of the mechanics of injury, athletic equipment, and taping/bracing. Three hours. Three credits.

**Sports Sciences 143 Responding to Emergencies in Sports and Physical Activity**  
Offered every semester

This course will deal with protocols related to the recognition, evaluation and initial treatment of injury and illness in sports/physical activity settings. Emphasis will be placed on the interactions of the Sports Science and Athletic Training 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. Three credits.

**Sports Sciences 146 Principles and Philosophy of Coaching I**  
(Same as Physical Education 146)  
*Prerequisite:* Sports Sciences 21 or 22  
Offered every Spring

A study of theory and methods of coaching. The stress is on teaching, organizational, and interpersonal skills as well as the optimal conditioning of athletes for potential coaches. Three credits.

**Sports Sciences 148 Nutritional Aspects of Fitness and Sport**

*Prerequisites:* Biology 4 or 131; Sports Sciences 152 or 156  
Offered every Spring

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. Three credits.

**Sports Sciences 149 Exercise and the Older Adult**

*Prerequisites:* Sports Sciences 152, 156  
Offered every Spring

A study of physical activity in the senior adult population. Changes that occur in the central nervous system, skeletal system, circulatory system and body composition of senior adults are considered to understand the proper modifications for aerobic fitness, strength training and nutrition. Topics also include exercise/drug interactions, exercise prescriptions, and testing modalities for the aging. Lectures and laboratory activities. Three hours. Three credits.

**Sports Sciences 150 Motor Learning**  
(Same as Physical Education 150)

*Special Fee:* \$55.00  
*Prerequisite:* Sports Sciences 21 or 22  
*Prerequisite or corequisite:* Sports Sciences 151  
Offered every Spring

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. Three hours. Three credits.

**Sports Sciences 151 Kinesiology**  
(Same as Physical Education 151)

*Special Fee:* \$55.00  
*Prerequisite:* Biology 131  
Offered every Fall

An application of the principles of anatomy and mechanics to the study of human motion, including the systematic approach to the analysis of motor skill activities. Three hours. Three credits.

**Sports Sciences 152 Exercise Physiology I**

(Same as Physical Education 152)  
*Special Fee:* \$55.00  
*Prerequisite:* Sports Sciences 151 or

Biology 131 or Chemistry 3x  
Offered every Spring

A study of the physiological effects of exercise on the human body, in particular on the musculoskeletal, cardiovascular, respiratory, endocrine, and central nervous systems. This course is designed as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum. Three credits.

**Sports Sciences 154 Adapted Physical Education I**

(Same as Physical Education 154)  
*Special Fee:* \$55.00  
*Prerequisite or corequisite:* Sports Sciences 151 or permission of the instructor  
Offered every Fall

A study of the development of individualized adapted physical activity, fitness and sport programs to promote a health-related quality of life for the disabled. Assessment techniques and methods of teaching movement, exercise, and sport skills are discussed. Students learn to apply task analysis and instructional process in developing the I.E.P. in adapted physical education. This course includes theory and application of the most recent technology in the field and an examination of various cognitive and physical disabilities. Three credits.

**Sports Sciences 156 Evaluation of Health, Fitness and Motor Behavior**  
(Same as Physical Education 156)

*Special Fee:* \$55.00  
Offered every Fall

An examination of the knowledge and skills associated with pretest responsibilities, exercise testing techniques and motor assessment. Experiential based laboratories develop the student's practical skills in assessing cardiorespiratory function, body composition, muscle strength, flexibility, balance, agility and power. The application of basic statistical techniques to implement a proper measurement program at different settings is considered. Three credits.

**Sports Sciences 163 Practicum Experience**

*Special Fee:* \$55.00  
Offered every semester

An opportunity for students to be involved in an applied working environment related to their career interest. Students will work with a faculty member to design and present an outline of proposed practicum including learning

objectives and outcomes. Can be used as a hands-on experience in an off-campus organization and/or at the Brooklyn Campus under the supervision of a faculty member. Students are responsible for keeping daily logs. Three credits.

**Sports Sciences 164 Field Experience**  
*Special Fee:* \$55.00

Offered every semester

An opportunity for students to take on greater responsibilities in developing and implementing programs in their chosen sports science concentration. They assist, coordinate activities, and teach under close supervision of trained personnel and faculty advisers. Students must attend seminars to discuss progress. Three credits.

**Sports Sciences 165 Field Experience in Athletic Training**

Open only to Athletic Training Students  
*Special Fee:* \$55.00  
*Prerequisite:* Sports Science 172  
Offered every Spring

A reinforcement of the clinical evaluation competencies and proficiencies taught in SPS 172 Advanced Athletic Training I. In an assigned clinical setting, under the supervision of an Approved Clinical Instructor (ACI), students apply and are evaluated on those skills related to the lower extremities, abdomen and thorax. Three credits.

**Sports Sciences 172 Advanced Athletic Training I**

*Special Fee:* \$55.00  
Open only to Athletic Training Students  
*Prerequisites:* Biology 131, Sports Science 142  
Offered every Fall

An advanced course in athletic training that addresses the evaluation and treatment of injuries. The focus is on-field and off-field evaluation of the lower extremities, abdomen and thorax. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. Three credits.

**Sports Sciences 173 Advanced Athletic Training II**

*Special Fee:* \$55.00  
*Prerequisite:* Sports Science 172  
Open only to Athletic Training Students  
Offered every Spring

An advanced course in athletic training that addresses the recognition, evaluation and immediate care of injuries and illnesses. The focus is on-field and off-field evaluation of the upper extremities, the spine, head and face. Also various skin disorders and general medical conditions are explored. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area..Three credits.

**Sports Sciences 174 Adapted Physical Education II**

Offered every Spring

An advanced course in Adapted Physical Education that emphasizes promoting an active and healthy lifestyle of exercise and physical activity for persons with mental retardation. Assessing and conducting sports, community activities, activities of daily living and health-related physical activities for individuals are all considered. Three hours. Three credits.

**Sports Sciences 176 Introduction to Sport Management**

Offered every Fall

This course explores the philosophical, psychological and sociological foundation of sports. Organizational concepts, case studies and discussions are used to help students understand the ethical and legal aspects of sport management, sport publicity and public relations, finance, critical thinking and sport management research. Three credits.

**Sports Sciences 179 Philosophy of Sport**

Offered every Fall

A course designed to help develop leadership skills, to provide some answers to philosophical questions concerning sports, and to assist in developing a personal philosophy of sports and sports science. Three credits.

**Sports Sciences 180 Sports Psychology**

*Prerequisite:* Psychology 3

Offered every Spring

A review of the application of psychological concepts to the study of sports performance. Students learn how to create a positive environment for performance enhancement by incorporating such factors as motivation, concentration, relaxation, goal setting, athletic injury and recovery and mental imagery. Three credits.

**Sports Sciences 182 Exercise Physiology II**

*Special Fee:* \$55.00

Offered every Fall

An advanced course in the physiology of exercise that addresses such selected topics as nutrition and physical performance, conditioning and training, body temperature, and the cardiac and endocrine systems. Open to students in the Exercise Physiology track; permission required of all other students. Three hours. Three credits.

**Sports Sciences 190 Neuroscience**

*Special Fee:* \$55.00

*Prerequisite:* Biology 131

Offered every Spring

A course designed to provide a basic understanding of how the nervous system works and how it affects athletic performance and human 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. Three credits.

**Sports Sciences 194 Senior Project**

*Prerequisite:* Sports Sciences 163

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. Three credits.

**Sports Sciences 197, 198 Independent Study**

*Prerequisite:* Permission of the Division Director and the Dean

Three credits per semester.

**Graduate Courses**

Open to qualified undergraduate students with the permission of the Sports Sciences Division Faculty

**Health Science 500 Fitness Certification Preparation**

Offered on occasion

A review course in preparation for national credentialing exams in fitness and exercise science. Topics of functional anatomy, biomechanics, exercise physiology, pathophysiology, human behavior/psychology, gerontology, graded exercise testing for healthy and diseased populations, exercise supervision/leader-

ship, patient counseling, and emergency procedures related to exercise testing and training situations will be discussed. Demonstration and laboratory experience will be facilitated by the instructor. Extensive laboratory sessions will be used to reinforce material covered in lecture. Three credits

**Health Science 501 Exercise Physiology in Health and Disease I**

*Special Fee:* \$55.00

Offered every Fall

A course designed to provide students with experience in understanding and assessing various physiological and autophysiological changes occurring as a result of exercise, performance of athletic skills and physical activities on the musculo-skeletal and cardiovascular systems. The role of skeletal muscles in the reduction of the side effects of aging will be presented. Angina pectoris, myocardial infarction and high blood pressure will be discussed with their effect on the patient as well as the society at large. Demonstration and laboratory experience will reinforce material presented in the lectures. Three credits.

**Health Science 506 Administrative Issues in Sport Management and Marketing (Formerly Health Science 606)**

Offered on occasion

A study of theory and methods of sport management and marketing. A course that provides students with the conceptual and practical information required for managing and marketing programs in the fitness and sports injury field. Issues addressed include the nature of administration and management functions, facilities planning, finances, risk management strategies, communication, marketing and employee recruitment, training, motivation and compensation. Three credits

**Health Science 508 Current Issues and Topics in Strength and Conditioning of Athletes**

Offered every Fall

This course will cover such topics as sports physiology, sport specific conditioning and training, exercise physiology, instructional techniques, pediatric sports, functional movement training and developing balance, mobility, agility, speed strength and power of an athlete. Three credits.

**Health Science 520 Program Design in Adapted Physical Education**

Offered every other Fall

An examination of the methods and techniques applicable to the planning and design of individualized adapted physical activity, health-related fitness and daily living programs for people with developmental disabilities. Skills are developed in assessment, identification of appropriate goals and objectives, task analysis, and modification of equipment and activities. Three credits.

### **Health Science 522 Field Experience I**

*Prerequisite:* Health Science 501

(Formerly HS 622)

Offered every semester

An opportunity for the student to gain experience in his or her chosen track by spending a minimum of 90 hours at a public or private institution. Experience may be gained in the areas of fitness testing, planning of physical activity or nutritional needs, as well as implementation of exercise and training programs. Three credits.

### **Health Science 530 Adapted Physical Education for Individuals with Autism**

Offered every Spring

A course designed to teach applied behavior analysis procedures for working effectively with children and adults with autism in the development of adapted physical education programs. Topics include behavior management, prompting techniques, discrete trial communication, environmental modification and adapted physical activities. Three credits.

### **Health Science 542 Psychology of Exercise and Physical Activity**

Offered every Spring

This course examines the relationship between psychosocial factors and participation in exercise and physical activity. Students will learn the importance of exercise and physical activity in promoting long-term health while reducing the risk of coronary heart disease, type II diabetes, colon cancer and other types of diseases that arise from physical inactivity and how to change an individual's behavior to exercise.

### **Health Science 545 Sports Psychology**

Offered on occasion

This course provides students with the conceptual and theoretical frameworks necessary for understanding the behavioral component of athletic performance, as well as the underlying brain processes that influence performance quality. Topics addressed include personality,

attention, perception, anxiety and arousal, brain mapping, cortical activation, motivation, attitude, perception, and self-confidence. Three credits

## **Teaching and Learning**

Preprofessional and Professional Courses

### **Teaching and Learning 201**

**Teaching: Imagine the Possibilities**

Offered every semester

An introduction for the preprofessional student to the possibilities and processes of professional life in diverse inclusive urban schools through initial exploration of school contexts, learning processes, roles of teachers, and the self as a prospective teacher. Guided school visits, reflective writings, and seminal readings enable students to examine the field of education from historical, sociological and philosophical perspectives. Selected Teaching and Learning faculty discuss such current trends as multiculturalism and the inclusion of students with disabilities. For all students considering teaching as a career choice. Fifteen hours of fieldwork are required. Three credits.

### **Teaching and Learning 301**

**Observing and Describing Children**

*Prerequisite:* Teaching and Learning 201

Offered every semester

An introduction to a holistic method of observing and reflecting on children. Throughout the semester, students observe a child in home, school and community settings; this descriptive review process has as its philosophical foundation the premise that children construct knowledge and make meaning of their world. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of fieldwork are required. Three credits.

### **Teaching and Learning 302**

**Observing and Describing Middle Childhood and Adolescent Learners**

*Prerequisite:* Teaching and Learning 201

Offered every semester

An exploration of the world of the middle childhood/adolescent learner using naturalistic inquiry methods such as participant observation and interviews in a variety of

settings, including school, home and community. This descriptive review process has as its philosophical foundation the premise that all learners construct knowledge and make meaning within a sociocultural context. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of fieldwork are required. Three credits.

### **Teaching and Learning 350**

**The Developing Child**

*Prerequisite:* Teaching and Learning 301 or 302

*Corequisites:* Teaching and Learning 351, 359.1 for Childhood; Teaching and Learning 401, 359.2 for Middle Childhood and Adolescence  
Offered every semester

An introductory examination of the process of change from birth to preadolescence in children from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform child rearing 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. Students have fieldwork experience with children in different settings. Four credits.

### **Teaching and Learning 351**

**Language and Literacy I**

*Prerequisite:* Teaching and Learning 301 or 302

*Corequisites:* Teaching and Learning 350, 359.1

Offered every semester  
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, and students become familiar with appropriate literature for young children. Special attention is given to developing strategies to meet individual learning needs within an inclusive model, including the needs of 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. Three credits.

**Teaching and Learning 352  
Sociology and Education**

*Prerequisite:* Teaching and Learning 301 or 302  
Offered every semester

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. Fifteen hours of structured fieldwork are required. Three credits.

**Teaching and Learning 356  
Bilingualism, Bilingual Education  
and Multiculturalism**

*Prerequisite:* Teaching and Learning 301 or 302  
Offered on occasion

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 fieldwork are required. Three credits.

**Teaching and Learning 359.1 Integrated  
Field Experience I: Childhood**

*Prerequisite:* Teaching and Learning 301 or 302  
*Corequisites:* Teaching and Learning 350, 351  
Offered every semester

An integrated field experience that focuses on the development of children and their language and literacy development. Thirty hours. Pass/Fail only. Non-credit.

**Teaching and Learning 359.2  
Integrated**

**Field Experience I: Middle Childhood**

*Prerequisite:* Teaching and Learning 301 or 302  
*Corequisites:* Teaching and Learning 350, 401  
Offered every semester

An integrated field experience that focuses on the development of middle childhood and adolescent learners and their language and literacy development. Thirty hours. Pass/Fail only. Non-credit.

**Teaching and Learning 399  
Preparing for the NYSTCE**

*Special Fee:* \$260.00  
*Prerequisites:* Admission to the professional stage; Teaching and Learning 201, 301 or 302  
Offered every semester

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. Recommended for all students who have not passed the LAST. Forty-five hours. Pass/Fail only. Non-credit.

**Teaching and Learning 400  
The Developing Adolescent**

*Prerequisite:* Teaching and Learning 201, 301 or 302  
*Corequisite:* Teaching and Learning 409.2, 421  
Offered on occasion

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. Three credits.

**Teaching and Learning 401  
Language and Literacy II**

*Prerequisite:* Admission to professional stage.  
*Corequisites:* Teaching and Learning 402 and 409.1 for Childhood; 350 and 359.2 for Middle Childhood and Adolescence  
Offered every semester

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 an inclusive model, including issues of bilingualism and biliteracy. The role of assessment in planning instruction is also addressed. An integrated fieldwork experience focuses on small-group and classroom instruction. Three credits.

**Teaching and Learning 402  
Teaching and Learning Social Studies  
in Elementary Schools**

*Prerequisites:* Teaching and Learning 350, 351  
*Corequisites:* Teaching and Learning 401, 403, or 404; Teaching and Learning 409.1  
Offered every Fall.

An introduction to a theme-based, inquiry-directed, literature-rich, multicultural approach to teaching and learning social studies. New York State social studies standards are reviewed, with a focus on learning goals, essential questions, portfolio assessment, and preparation for democratic citizenship. Emphasis is placed on building broadly inclusive classroom communities. Strategies to meet individual learning needs within an inclusive model are discussed. The fieldwork component integrates course work and classroom practice. Three credits.

**Teaching and Learning 403  
Teaching and Learning Mathematics/  
Technology in Elementary Schools**

*Prerequisites:* Teaching and Learning 350, 351  
*Corequisites:* Teaching and Learning 401, 402, or 404; Teaching and Learning; 410.1  
Offered every Spring

An inquiry-based approach to learning mathematics and technology as a tool for teaching. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic mathematical concepts such as variables, functions and measurements, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within an inclusive model while addressing New York State learning standards. Three credits.

**Teaching and Learning 404  
Teaching and Learning Science/  
Technology in Elementary Schools**

*Prerequisites:* Teaching and Learning 350, 351

*Corequisites:* Teaching and Learning 401, 402, or 403; Teaching and Learning 410.1

Offered every Fall

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. Three credits.

**Teaching and Learning 406  
Health Education for Teachers**

*Corequisites:* For Secondary Education majors, Teaching and Learning 460, 461, 411-416

Offered every Spring

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. One credit.

**Teaching and Learning 407  
Health Concerns and Optimal Wellness for Physical Education Teachers**

*Prerequisites:* Teaching and Learning 350, 351

Offered every semester

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.

**Teaching and Learning 408  
Middle Childhood Curriculum**

*Prerequisite:* Teaching and Learning 350

Offered on occasion.

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. Students have 15 hours of fieldwork experience in middle-school classrooms. Three credits.

**Teaching and Learning 409.1  
Integrated Field Experience II:  
Childhood**

*Prerequisite:* Teaching and Learning 359.1

*Corequisites:* Teaching and Learning 401, 402

Offered every semester

An integrated field experience that focuses on the teaching and learning of literacy and social studies in the elementary school. Thirty hours. Pass/Fail only. Non-credit.

**Teaching and Learning 409.2  
Integrated Field Experience II:  
Middle Childhood and Adolescence**

*Prerequisite:* Teaching and Learning 359.2

*Corequisites:* Teaching and Learning 400, 421

Offered every semester

An integrated field experience that focuses on middle childhood and adolescence development and the teaching and learning of literacy in the middle school and high school. Thirty hours. Pass/Fail only. Non-credit.

**Teaching and Learning 411 Teaching  
and Learning English Language**

**Arts in Middle and Secondary Schools**

*Prerequisites:* Teaching and Learning 400, 421

*Corequisites:* Teaching and Learning 406, 460, 461

Offered on occasion

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 read-

ing and writing for information, literary interpretation, personal expression, and critical analysis. Students are introduced to a range of literary genres and texts from a multicultural perspective and to various approaches to the teaching of writing. Applications of technology to teaching language arts are explored. The place of grammar in the English curriculum is also addressed. Emphasis is on formative assessment and strategies to meet individual learning needs within an inclusive model. Three credits.

**Teaching and Learning 412  
Teaching and Learning Social Studies  
in Middle and Secondary Schools**

*Prerequisites:* Teaching and Learning 400, 421

*Corequisites:* Teaching and Learning 406, 460, 461

Offered on occasion

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. Strategies for meeting individual learning needs within inclusive classroom communities are emphasized. Three credits.

**Teaching and Learning 413 Teaching  
and Learning Mathematics/Technology  
in Middle and Secondary Schools**

*Prerequisites:* Teaching and Learning 400, 421

*Corequisites:* Teaching and Learning 406, 460, 461

Offered on occasion

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. 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. Three credits.

**Teaching and Learning 414 Teaching and Learning Science/Technology in Middle and Secondary Schools**

*Prerequisites:* Teaching and Learning 400, 421

*Corequisites:* Teaching and Learning 406, 460, 461

Offered on occasion

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. 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. Three credits.

**Teaching and Learning 415 Teaching and Learning a Language Other Than English in Middle and Secondary Schools**

*Prerequisites:* Teaching and Learning 400, 421

*Corequisites:* Teaching and Learning 406, 460, 461

Offered on occasion

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. Three credits.

**Teaching and Learning 417 Teaching in the Native Language in Bilingual Classrooms**

*Prerequisites:* Teaching and Learning 350, 351

*Corequisite:* Teaching and Learning 418

Offered on occasion

An exploration of teaching models and strategies used to develop native lan-

guage literacy (reading, writing, speaking and listening) and to use the native language in teaching content areas (mathematics, science and social studies). Students evaluate and select a wide variety of culturally appropriate native language curricula and resources to enhance literacy and content skills. In addition, students become knowledgeable about children's literature and media in the native language. Five hours of fieldwork are required. Two credits.

**Teaching and Learning 418 Teaching in English in Bilingual Classrooms**

*Prerequisites:* Teaching and Learning 350, 351

*Corequisite:* Teaching and Learning 417

Offered on occasion

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 fieldwork are required. Two credits.

**Teaching and Learning 421 Language & Literacy III: The Adolescent Learner**

*Prerequisite:* Teaching and Learning 401

*Corequisites:* Teaching and Learning 400, 409.2

Offered on occasion

A course designed to prepare teachers to understand and address the language and literacy needs of adolescent learners. Students learn how to meet the individual needs of a diverse population, including adolescents with minimal or interrupted schooling, English language learners, speakers of a second dialect, and adolescents with learning difficulties, as well as fluent readers. Linguistic and cognitive processes underlying comprehension, content area reading, and study skills are explored within a balanced literacy program. Students become familiar with various kinds of inclusive literature for adolescents. Instructional planning, including assessment, classroom organization, and materials development and adaptation, are also addressed. As part of the integrated fieldwork experience students focus on individual and small group instruction. Three credits.

**Teaching and Learning 431 Methods of Teaching Art: Elementary**

(Same as Art 146)

*Special Fee:* \$60.00

Offered every Fall

Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, papier maché and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. Three credits.

**Teaching and Learning 432 Methods of Teaching Art: Secondary**

(Same as Art 147)

*Special Fee:* \$60.00

Offered every Spring

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. Three credits.

**Teaching and Learning 450 Student Teaching in Childhood Education**

*Prerequisites:* Teaching and Learning 401, 402, 403, 404, 409.1, 409.2

*Corequisites:* Teaching and Learning 451, 452

Offered every semester

A student teaching semester that prepares reflective teachers to create effective classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (either 1-3 or 4-6). Six credits.

**Teaching and Learning 451 Student Teaching Seminar in Childhood Education**

*Prerequisites:* Teaching and Learning 401, 402, 403, 404, 409.1, 409.2

*Corequisites:* Teaching and Learning 450, 452

Offered every semester

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. Two credits.

**Teaching and Learning 452**  
**Critical Issues in Childhood Education**  
*Prerequisites:* Teaching and Learning 401, 402, 403, 404, 409.1, 409.2  
*Corequisites:* Teaching and Learning 450 and 451 or 480 and 481  
 Offered every semester

A capstone exploration by students and faculty of issues central to the work of urban educators. 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 (e.g., assistive technology, second-language instruction, innovative approaches to instruction and assessment). Different faculty members, individually and in teams, explore with students how such issues affect each other and the teaching-learning process. Four credits.

**Teaching and Learning 460 Student Teaching in Adolescence Education**  
*Prerequisites:* Teaching and Learning 400, 409.2, 421  
*Corequisites:* Teaching and Learning 406, 411-415, 461  
 Offered every semester

A student teaching semester that prepares reflective teachers to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 7

through 9 or grades 10 through 12 throughout the semester. In addition, they will be required to student teach for a minimum of 20 full days at the other level. Six credits.

**Teaching and Learning 461**  
**Student Teaching Seminar in Adolescence Education**  
*Prerequisites:* Teaching and Learning 400, 409.2, 421  
*Corequisites:* Teaching and Learning 406, 411-415, 460  
 Offered every semester

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings, and writing assignments about their teaching practice students come to understand 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. Two credits.

**Teaching and Learning 465**  
**Student Teaching in Art Education**  
 (Formerly Teaching and Learning 149.1)  
*Prerequisites:* Art 146, 147  
*Corequisite:* Teaching and Learning 466  
 Offered every semester

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. Six credits.

**Teaching and Learning 466 Student Teaching Seminar in Art Education**  
*Corequisite:* Teaching and Learning 465  
 Offered every semester

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. Two credits.

**Teaching and Learning 470 Student Teaching in Physical Education**  
 (Pre-K through 6)  
*Prerequisites:* Teaching and Learning 350, 351, 352, 359.1  
 Offered every semester

A student teaching semester that prepares reflective 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 in physical education at the elementary level. 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 in physical education at the elementary level consists of 60 half days during the 15-week semester. Six credits.

**Teaching and Learning 471**  
**Organization of Physical Education Activities for Pre-K to Elementary School**  
*Prerequisites:* Teaching and Learning 350, 351, 352, 359.1  
*Corequisite:* Teaching and Learning 470  
 Offered every Fall

A study of the basic principles, content, organization and curriculum in physical education for children at the pre-K through elementary level. Students acquire the knowledge and skills necessary to establish and maintain personal physical fitness and health and to be able to impart the knowledge and skills to others. They also acquire the ability to help create and maintain a safe and healthy environment and to help students manage personal and community resources related to health and

wellness. Included are methods, teaching strategies, assessment techniques and program evaluations. Fieldwork and observation in local elementary schools are required. Three credits.

**Teaching and Learning 475 Student Teaching in Physical Education (7-12)**  
*Prerequisites:* Teaching and Learning 350, 351, 352, 359.1  
 Offered on occasion

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 in physical education at the secondary level. 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 in physical education at the secondary level consists of 60 half days during the 15-week semester. Six credits.

**Teaching and Learning 476 Teaching Physical Education to Adolescents**  
*Prerequisites:* Teaching and Learning 350, 351, 352, 359.1  
*Corequisite:* Teaching and Learning 475  
 Offered on occasion

A study of the basic principles, content, organization and curriculum in physical education for the middle and secondary schools. Students learn how to impart the knowledge and skills necessary for participation in a range of activities and for the establishment and maintenance of personal fitness and health. Included are methods and teaching strategies, assessment techniques, program evaluation and peer teaching. Instruction focuses on individual and dual sports such as tennis and badminton, while applying principles learned to other types of physical education experiences. Three credits.

**Teaching and Learning 480 Student Teaching in Bilingual Childhood Education**  
*Prerequisites:* Teaching and Learning 401, 402, 403, 404, 409.1, 409.2  
*Corequisites:* Teaching and Learning 452, 481  
 Offered every semester

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 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (1-3 or 4-6). Six credits.

**Teaching and Learning 481 Student Teaching Seminar in Bilingual Childhood Education**  
*Prerequisites:* Teaching and Learning 401, 402, 403, 404, 409.1, 409.2  
*Corequisites:* Teaching and Learning 452, 480  
 Offered every semester

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. Two credits.

**Teaching and Learning 485 Student Teaching in Bilingual Adolescence Education**  
*Prerequisites:* Teaching and Learning 400, 409.2, 421  
*Corequisites:* Teaching and Learning 406, 411-415, 486  
 Offered every semester

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 them-

selves 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 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). Six credits.

**Teaching and Learning 486 Student Teaching Seminar in Bilingual Adolescence Education**  
*Prerequisites:* Teaching and Learning 400, 409.2, 421,  
*Corequisites:* Teaching and Learning 406, 411-415, 485  
 Offered every semester

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. Two credits.

**Teaching and Learning 495, 496 Honors Study**  
 (Formerly Teaching and Learning 195, 196)

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 grade point average of 3.0 and a 3.25 in their major subject, and permission of the Department Chair and the Dean. This course is open to Physical Education majors, Secondary Education students and Honors students. In addition to the above requirements, students must have a 3.25 average in all Teaching and Learning courses and permission of the Chair of their major department. A total of six credits of Honors Study is the maximum allowed. Qualified Elementary Education majors can take Honors Study

in lieu of Independent Study, but they cannot take both courses. Three credits per semester.

**Teaching and Learning 850  
Field Internship in Inclusive  
Elementary Education**

*Prerequisite:* Admission to the B.S./M.S. Inclusive Childhood/Special Education Program;

*Prerequisites or Co-requisites:*  
TAL 803, 851, 852

An integrated field internship for students in The B.S./M.S. Inclusive Childhood/ Special Education Program, focusing upon the teaching of learners with diverse needs in an inclusive context. Two credits.

**Nonprofessional Courses for  
Students Not Pursuing Teaching  
Certification**

**Teaching and Learning 250  
Developmental Psychology**  
Offered every semester

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. Three credits.

**Teaching and Learning 251  
Students with Special Needs**  
Offered every Spring

An introduction to the historical and legislative background of exceptionality and special education. An overview is presented of behavioral characteristics and special educational needs of students who are exceptional in sensorimotor, cognitive, social-emotional and linguistic development. Attention is given to implications for teaching and learning identification, referral, IEP implementation, parent collaboration, and classification and organization for instructional purposes. Guided fieldwork experience is required. Three credits.

**Teaching and Learning 252  
Human Development and Variability**  
Offered on occasion  
The study of the sensorimotor, cognitive

language, and social-emotional development of the individual from birth to adolescence. Attention is given to variations in development in each area and at particular life-span moments. Implications of development and variability for the individual's education are discussed. Guided field experiences are required. Three credits.

**Teaching and Learning 255  
Introduction to Computing in  
Education**  
Offered on occasion

A course designed to teach potential educators the fundamentals of educational computing, including an overview of equipment, elementary programming, and utility and education software as they may be used in a school setting. Students need have little or no previous experience with computing. Extensive hands-on experience is provided in order to develop each individual's skills with the computer and software. Three credits.

**Teaching and Learning 256  
Literature for Children**  
Offered on occasion

A seminar that clarifies the types of children's literature that are available, gives practice in various ways of using that literature with appropriate ages, and initiates creative writing as students begin to develop materials of their own and with children. Three credits.

**Teaching and Learning 257  
The Arts, K-6**  
Offered on occasion

An intense study of the relation of a variety of art expressions to aspects of living and learning appropriate to the child's stage of development through (1) considering model classroom programs that integrate the K-6 curriculum with activities such as painting, printing, clay and collage as well as singing, dance/movement, basic instrument playing and musical improvisation; (2) developing ways in which the arts may be interrelated, (e.g., music with dance and drama); and (3) developing an awareness of art forms in many lands, with particular emphasis on building an arts repertoire that reflects the cultural background of the children being taught. Experimentation leads prospective teachers to an awareness of both how to integrate the creative processes into the K-6 curriculum and the meaning of the creative process to the young child. Lectures

and fieldwork. Three credits.

**Teaching and Learning 260  
The Science of Language**  
(Same as Linguistics 101)  
Offered on occasion

A study of the fundamental concepts of modern linguistics as well as the basic techniques used in analyzing language at the phonological, morphological, syntactic and lexical levels and how those aspects of language influence the teaching-learning process. Educational issues related to language differences are included. Three credits.

**Teaching and Learning 261  
Language Acquisition in Children**  
Offered every semester

A study of the development of phonological, syntactic, semantic and pragmatic abilities in children, including perceptual, cognitive and social changes. Attention is given to the acquisition of language within a multicultural context and the issues of bilingualism and bilingual acquisition. Three credits.

**Teaching and Learning 262 Psychology  
of Language and Language Disorder**  
*Prerequisite:* Teaching and Learning 109 or 350  
Offered on occasion

An examination of children's language development, psycholinguistic theories of language processing, and sociolinguistic approaches to bidialectalism and bilingualism. Included are studies of speech and language disorders in mentally retarded, learning disabled, and neurologically impaired children. Three credits.

**Teaching and Learning 270  
Independent Study**  
*Prerequisite:* Approval of the Department  
Offered upon demand

An opportunity for independent research under the supervision of a faculty member. To qualify, students must present a brief outline of the proposed project to the Department Chair for approval during the last month of the semester before the semester for which the student registers for the course. Three credits.

## Theatre

(See Communication Studies, Performance Studies and Theatre.)

## University Honors Program

*Students typically enter the University Honors Program in their freshman year, although transfer students and late entrants are welcome to apply. Lower division courses permit students to complete their humanities and social science core curriculum requirements in an Honors context. Completion of Honors literature, history and philosophy (HEG 21, 22; HHI 21, 22; HHP 21, 22), a year-long cluster of thematically linked courses, satisfies WAC requirements as well as all four core English requirements, and the history and philosophy core requirements. Graduation from the program requires, in addition to taking the Honors core curriculum, at least three upper-level, Honors Advanced Electives. Distinction in Honors is conferred upon graduating students who present a research project or paper that has been read and approved by committee. Upon graduation, both transcripts and diplomas reflect successful completion of Honors Program work.*

### University Honors Art, HAR 21, 22 Art, Music and Dance in Social Context

HAR 21 offered every Fall  
HAR 22 offered every Spring

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. 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 emerge in these periods—and how and why they influenced the arts—will also be studied. Three credits.

### University Honors English, HEG 21, 22

**Literature of the Human Imagination**  
Special Fee: \$60.00 per semester  
HEG 21 offered every Fall  
HEG 22 offered every Spring

An introduction to the nature and function of literature. Emphasis is on critical tools needed for perception, appraisal and interpretation. Texts are selected from all genres and reflect literatures of historical and contemporary cultures around the globe. Taken in conjunction with Honors History (HHI 21, 22) and Honors Philosophy (HHP 21, 22). Satisfies the English and WAC requirements for graduation. Three credits.

### University Honors French, HLF 21, 22

Special Fee: \$60.00 per semester  
HLF 21 offered on occasion.  
HLF 22 offered on occasion.

A year-long introductory course that places a major emphasis on learning French 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 films, tapes, cultural and artistic events, and excursions into New York City and its environs. Offered by the University Honors Program in conjunction with the Department of Foreign Languages and Literature. Satisfies the language requirement for graduation. Three credits.

### University Honors History, HHI 21, 22

**Perspectives on Human History**  
HHI 21 offered every Fall  
HHI 22 offered every Spring

A study of the political, economic and social trends in world history aimed at discovering the nature of historical fact. Taken in conjunction with Honors English (HEG 21, 22) and Honors Philosophy (HHP 21, 22). Satisfies the History and WAC requirements for graduation. Three credits.

### University Honors Philosophy, HHP 21, 22

**Human Values in Perspective**  
HHP 21 offered every Fall  
HHP 22 offered every Spring  
An introduction to classic texts and problems in the history of philosophy as well as an exploration of the leading traditions of ethical and social thought from the ancient world to the present. This course encourages students to reflect on their own values in light of major ethical traditions and in relation to contemporary social issues, including race, gender and justice. Taken in conjunction with Honors English (HEG 21, 22) and Honors History (HHI 21, 22). Satisfies the Philosophy and WAC requirements

for graduation. Three credits.

### University Honors Psychology, HPS 21

**Perspectives in Psychology**  
Offered every Fall and Spring

An introduction to the discipline of psychology that explores its major currents of thought, with special investigations into 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. Three credits.

### University Honors Seminar, HSM 25, 26

HSM 25 offered every Fall  
HSM 26 offered every Spring

Taken in conjunction with Honors Literature, History, and Philosophy. Hours are arranged each semester as part of the requirement for this course cluster. Pass/Fail only. No credit.

**University Honors Speech, HSP 21  
Political Rhetoric Seminar**  
Offered every Fall

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. Three credits.

### University Honors Speech, HSP 22 Theatre as Social Ritual

Offered every Spring

An exploration of effective oral communication, with emphasis on the social role of theatre and spectacle, from primitive to modern cultures. Student presentation and reliance on live productions are important elements of this course. Satisfies the speech requirement for graduation. Three credits.

### University Honors Social Science, HSS 21, 22

**Civilization and Social Institutions**  
HSS 21 offered every Fall  
HSS 22 offered every Spring

An introduction to social science. HSS 21 combines disciplinary approaches from the various 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. 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 requirements for graduation. Three credits.

**University Honors Spanish, HLS 21, 22**

*Special Fee:* \$60.00 per semester  
HLS 21 offered every Fall  
HLS 22 offered every Spring

A year-long introductory 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 films, tapes, cultural and artistic events, and excursions into New York City and its environs. Offered by the University Honors Program in conjunction with the Department of Foreign Languages and Literature. Satisfies the language requirement for graduation. Three credits.

*Upper division seminars in University Honors are open to all qualified Brooklyn Campus students with permission of the Director.*

**University Honors Seminar, HSM 109, 110**

HSM 109 offered every Fall  
HSM 110 offered every Spring

An exploration of themes that lend themselves to investigation from a variety of viewpoints. Although the content of this experimental course varies from year to year, primary research and field-based learning are constants. Satisfies advanced distribution in either Humanities or Social Science. Three credits.

**University Honors Seminar, HSM 112 Science, Humanities, and the Arts—Meetings and Confrontations**

Offered once each year, Fall or Spring

An interdisciplinary seminar dealing with topics that combine the methods and approaches of the sciences and the humanities (including the arts) to explore concerns common to both. Seminars do not require specialized

knowledge in the sciences. Particular topics will change from year to year. Satisfies advanced distribution in either Humanities or Social Science. Three credits.

**University Honors Advanced Elective Seminars, HHE 114-172**

Offered every semester

Interdisciplinary seminars that engage 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 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. Three credits.

**University Honors Independent Study**

HHE 195, 197 offered every Fall  
HHE 196, 198 offered every Spring

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. Requires approval of the Director of Honors. HHE 197 and 198 are designated for students who have already completed one Honors Independent Study, either HHE 195 or HHE 196. Three credits.

**University Honors Program Contract Major**

Members of the University Honors Program in good standing may, with permission of the Director of Honors and the relevant Dean, create their own major field of concentration. Students must apply to do so and must indicate which courses they specifically consider the major, which electives, and which the minor (where applicable). Students must have completed at least the first year of their studies and the Freshman Sequence in Honors before the application can be processed.

## Urban Studies

*Urban Studies courses numbered in the 500s and listed below are graduate courses open to qualified undergraduate students with the permission of the Department Chair.*

**Urban Studies 500**

**Introduction to Urban Studies**

**Urban Studies 503**

**Brooklyn's Community Tradition**

**Urban Studies 504 The Development of the American Metropolis**

**Urban Studies 505**

**Historical Landmarks of Brooklyn**

**Urban Studies 506**

**The Geography of New York City**

**Urban Studies 509 Career Orientation in the Public and Private Sectors**

**Urban Studies 583**

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

## Visual Arts

**Art 61 Introduction to Visual Art**

Offered every semester

Intended to encourage an awareness and understanding of visual art by exploring basic visual concepts such as line, color and form as embodied in artworks from a wide variety of cultures and times. Artworks are discussed in terms of cultural context and the artists' intentions. Visual art is experienced through slides, field trips to museums 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. Satisfies the core requirement for Richard L. Conolly College students in Area IV of the Division of Communications, Visual and Performing Arts. Three credits.

### I. Art History

**Art 101 Caves to Cathedrals**

Offered every Fall

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. Three credits.

**Art 102 Incas to Impressionists**

Offered every Spring

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 through slides and field trips to museums. Artworks are discussed in terms of significance, styles, cross-cultural connections and artists' lives. Three credits.

**Art 103 Modern Art**

Offered every Fall

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. Three credits.

**Art 104 Special Topics in Art History**

Offered on occasion

A concentration on special topics within a wide variety of issues in African, Asian, American or European art from the earliest times to the present, including an in-depth exploration of a particular theme or area, such as Contemporary Women Artists or the relationship between non-European and European arts. May be repeated for credit for a total of nine credits, with different subject matter. Three credits.

**Art 105 New Art City**

Offered every Spring

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. Three credits.

**Art 106**

**History of Art in the United States**

Offered on occasion

A study of the evolution of the arts in the United States from Colonial times to the twentieth century, with emphasis on the role played by New York. The contributions of cultural groups that have influenced significant cultural and aesthetic developments in painting, scul-

ture, architecture and the decorative arts are examined. Three credits.

**Art 107**

**The Arts in the Twentieth Century**

(Same as Media Arts 142)

Offered on occasion

A survey of traditional and avant-garde arts as modified by technological innovations. This interdisciplinary course considers contributions from art, photography, music, literature and theatre. Three credits.

**Art 108 History of Photography**

*Special Fee:* \$45.00

For course description, see Media Arts 164. Three credits.

**II. Art and Media Arts**

**Art 115 Introduction to Photography**

*Special Fee:* \$60.00

For course description, see Media Arts 115. Three credits.

**Art 116 Studio Photography**

*Special Fee:* \$60.00

For course description, see Media Arts 123. Three credits.

**Art 117 Intermediate Photography**

*Special Fee:* \$60.00

For course description, see Media Arts 117. Three credits.

**Art 118 Digital Photograph I**

*Special Fee:* \$60.00

For course description, see Media Arts 118. Three credits.

**Art 120 Creative Photography**

*Special Fee:* \$60.00

For course description, see Media Arts 120. Three credits.

**Art 121 Advanced Photography**

*Special Fee:* \$60.00

For course description, see Media Arts 121. Three credits.

**Art 122 Digital Photography II**

*Special Fee:* \$60.00

For course description, see Media Arts 122. Three credits.

**Art 124 Computer Graphics I**

*Special Fee:* \$60.00

For course description, see Media Arts 124. Three credits.

**Art 124.2 2-D Computer Animation I**

*Special Fee:* \$60.00

For course description, see Media Arts 131. Three credits.

**Art 124.3 3-D Computer Graphics**

*Special Fee:* \$60.00

For course description, see Media Arts 134.1. Three credits.

**Art 125 Computer Graphics II**

*Special Fee:* \$60.00

For course description, see Media Arts 132. Three credits.

**Art 127.1, 127.2 Arts Management**

(Same as Media Arts 127.1, 127.2)

Offered on occasion

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. Three credits per semester.

**Art. 128.1 Introduction to Color Photography**

*Special Fee:* \$60.00

For course description, see Media Arts 128.1. Three credits.

**Art 128.2 Advanced Color Photography**

*Special Fee:* \$60.00

For course description, see Media Arts 128.2. Three credits.

**III. Ceramics and Sculpture**

**Art 132 Three-Dimensional Design**

*Special Fee:* \$85.00

Offered every Spring

An introduction to design concepts as they relate to sculpture, architecture, and commercial and industrial design. Work is done in the studio; museum visits and other field trips are conducted. Three credits.

**Art 133 Introduction to Ceramics**

*Special Fee:* \$85.00  
Offered every semester

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. Three credits.

**Art 134**

**Introduction to the Potter's Wheel**

*Special Fee:* \$85.00  
Offered every semester

Guidance regarding making ceramic pieces on the potter's wheel to create functional and decorative pottery forms. Glaze technology is taught. Slide presentations and museum visits are conducted. Three credits.

**Art 135 Ceramic Sculpture**

*Special Fee:* \$85.00  
*Prerequisite:* Art 133 or 134  
Offered on occasion

An approach to ceramics as a nonutilitarian 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. Three credits.

**Art 136 Intermediate Ceramics**

*Special Fee:* \$85.00  
*Prerequisite:* Art 133 or 134  
Offered on occasion

Traditional and experimental approaches to the construction of ceramic forms. Development of individual concepts and styles is encouraged within the historical context presented through illustrated lectures, studio projects and visits to current exhibitions. Three credits.

**Art 137 Intermediate Potter's Wheel**

*Special Fee:* \$85.00  
*Prerequisite:* Art 134  
Offered on occasion

An exploration of the aesthetics, cultural philosophies and advanced techniques of the potter's wheel. Three credits.

**Art 138 Basic Sculpture**

*Special Fee:* \$85.00  
Offered every Fall

Introduction to basic skills in sculpture, including carving, modeling and casting in a variety of materials, including clay, plaster, wood and wax. Three credits.

**Art 139.1 Intermediate Sculpture**

*Special Fee:* \$85.00  
*Prerequisite:* Art 138  
Offered on occasion

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, and maquettes and finished projects are all explained. Three credits

**Art 139.2 Classical Figure Sculpture**

*Special Fee:* \$85.00  
*Prerequisites:* Art 138, 150.1 or permission of the Chair  
Offered on occasion

A review of the traditional methods of clay modeling used to translate the human figure into sculptural terms. Both perceptual and conceptual skills are stressed, involving drawing and spatial relationships and anatomical and underlying structural concepts. Students work from a model. Three credits.

**Art 139.3 Woodcarving Sculpture**

*Special Fee:* \$85.00  
Offered on occasion

The use and care of hand tools and the visual and structural properties of wood. Students learn the basic construction and carving techniques for the creation of wood sculpture. Three credits.

**IV. Art Education**

**Art 145 The Arts in the Curriculum: Pre-K-12**

*Special Fee:* \$60.00  
Offered on occasion

Classroom management and scheduling practices to facilitate working with art materials, musical instruments, theatre games, storytelling, poetry and creative movement. Practice in incorporating such activities into daily lesson plans throughout the curriculum. Three credits.

**Art 146 Methods of Teaching Art: Elementary**

*Special Fee:* \$60.00  
(Same as Teaching and Learning 431)  
Offered every Fall

Hands-on use of the appropriate materials for the elementary child (K-6), such as paint, clay, papier-mâché and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. Three credits.

**Art 147 Methods of Teaching Art: Secondary**

*Special Fee:* \$60.00  
(Same as Teaching and Learning 432)  
Offered every Spring

Use of materials and formulation of projects for students on the intermediate and secondary levels (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design. Three credits.

**V. Drawing and Painting**

**Art 150.1 Drawing I**

*Special Fee:* \$50.00  
Offered every semester

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. Three credits.

**Art 152.1 Drawing II**

*Special Fee:* \$50.00  
*Prerequisite:* Art 150.1  
Offered every Spring

An introduction to various media and materials. Students develop individual skills and an understanding of the representation of objects and the human form. Three credits.

**Art 152.2 Drawing III**

*Special Fee:* \$50.00  
*Prerequisite:* Art 152.1  
Offered every Spring

An advanced studio course using the figure and still life as subject matter. May be taken in one subsequent semester for credit. Three credits.

**Art 153 Drawing and Painting from the Model**

*Special Fee:* \$85.00  
Offered on occasion

Instruction in developing drawing, painting and compositional skills in a variety of materials, using the human figure as subject matter. Also open to local artists who wish to work from the model with instruction optional or as requested. Three credits.

**Art 153.1 Anatomical Drawing**

*Special Fee:* \$85.00  
Offered on occasion

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. Three credits.

**Art 154.1 Painting I**

*Special Fee:* \$60.00

Offered every semester

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. Three credits.

**Art 155 Painting II**

*Special Fee:* \$60.00

*Prerequisite:* Art 154.1

Offered every Spring

An opportunity to work in various materials with emphasis on composition and design, color experimentation, and space. Students work from still life and models. Three credits.

**Art 156 Painting III**

*Special Fee:* \$60.00

*Prerequisite:* Art 155

Offered every Spring

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. Three credits.

**Art 157 Figure Drawing**

*Special Fee:* \$65.00

Offered on occasion

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. Three credits.

**Art 158 Painting Workshop:  
Portrait Painting**

*Special Fee:* \$65.00

*Prerequisite:* Art 154.1

Offered on occasion

Learning to paint the human face and head. Emphasis is on bringing out the likeness and personality of the subject. Three credits.

**Art 159 Introduction to Watercolor**

*Special Fee:* \$70.00

Offered on occasion

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 is on still lifes, portraits, scaling techniques, interior and exterior imagery in a series. Three credits.

**VI. Design, Calligraphy,  
Illustration and Printmaking**

**Art 170 Two-Dimensional Design**

*Special Fee:* \$60.00

Offered every Fall

An introduction to the essential elements of visual perception. Students work in a studio setting, exploring a variety of contemporary concepts and materials. Three credits.

**Art 171 Introduction to Color**

*Special Fee:* \$65.00

Offered every semester

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 after-image. Three credits. May be taken for one or two semesters.

**Art 172 Book Illustration**

*Special Fee:* \$60.00

Offered on occasion

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. Three credits.

**Art 173 Introduction to Calligraphy**

*Special Fee:* \$70.00

Offered every semester

A study of the development of Western calligraphy from first century capitals to sixteenth century Humanist Bookhand. The focus is on roman and italic alphabets in monoline, sans serif and serif forms; letterform terminology, spacing, serif construction, and flourishing are discussed. Three credits.

**Art 174 Intermediate Calligraphy**

*Special Fee:* \$70.00

*Prerequisite:* Art 173

Offered on occasion

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. Three credits.

**Art 175 Creative Handmade Books**

*Special Fee:* \$70.00

Offered on occasion

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. Three credits.

**Art 176 Introduction to Printmaking**

*Special Fee:* \$85.00

Offered every semester

An examination of the relief techniques of woodcut, linocut and monotype/monoprint. An introduction to intaglio techniques of dry point, hard and soft ground etching, and aquatint is offered. Three credits.

**Art 177 Intermediate Printmaking**

*Special Fee:* \$85.00

*Prerequisite:* Art 176

Offered every Spring

An examination of color and multiplate printing and complex etching techniques. Students will concentrate on a technique of their choice. Three credits.

**Art 178 Advanced Printmaking**

*Special Fee:* \$85.00

*Prerequisites:* Art 176, 177

Offered on occasion

Students choose a special project and work with the instructor in its development. Three credits.

**Art 179 Digital Printmaking**

*Special Fee:* \$80.00

*Prerequisites:* MA 118 or Art 124

Offered on occasion

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. Three credits

**Art 180.1, 180.2 Introduction to Medical/Scientific Illustration I, II***Special Fee:* \$40.00 per semester*Prerequisite:* Art 150.1

Offered on occasion

A two-semester studio course in which the student, through the use of a variety of art materials, tools and techniques, is introduced to a wide range of subjects, including the human figure, skeleton and tissues, mammals in dissection, plant structure, microscopic specimens, and scientific instruments. Appropriate study of chart and graph preparation and lettering is conducted. A portfolio of works for professional advancement or to prepare for further study in the field is compiled. Three credits per semester.

**Art 180.3, 180.4 Medical/Scientific Illustration III, IV***Special Fee:* \$40.00 per semester*Prerequisites:* Art 180.1, 180.2

Offered on occasion

A two-semester studio course in which the student, having been introduced to the fundamental tools, materials and techniques of medical/scientific illustration, develops those and additional skills in a more detailed and intensive way while developing an individual style and concentrating upon a specific subject area or medium. Three credits per semester.

**VII. Special Offerings****Art 185****Artists Speak on Art Seminar***Special Fee:* \$40.00

Offered on occasion

A focus on meeting the artist, including studio and museum visits and guest artists discussing their work. Three credits.

**Art 187 Portfolio Development***Special Fee:* \$40.00

Offered every Spring

Preparation by the Visual Arts 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. Three credits.

**Art 189 Workshop in Glass Making***Special Fee:* \$150.00

Offered every semester

An introduction to the artistic possibilities of glass: glass blowing, casting, neon, cold technique. Three credits. May be taken in subsequent semesters for credit.

**Art 189.1 Glassblowing***Special Fee:* \$165.00

Offered every semester

An introduction to the process of glassblowing. Technique, artistic possibilities and glass history are covered. Three credits. May be taken in subsequent semesters for credit.

**Art 194 Portfolio Review**

Offered every Spring

Faculty mentors instruct students in the art of developing an effective portfolio for review by the Visual Arts faculty. One credit. May be taken in subsequent semesters for credit.

**Art 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. Three credits per semester.

**Art 197, 198 Independent Study***Prerequisite:* Permission of the Chair of the Department and the Dean.

Three credits per semester.

**VIII. Art Therapy****Art 200 Introduction to Art Therapy***Special Fee:* \$60.00

Offered every Fall

An introduction, summary and exploration of the origins, development and applications of the theoretical perspectives of art therapy. Includes hands-on studio activities and observations of registered art therapists. Three credits.

**Art 201 Art Therapy Theories for Those with Disabilities***Special Fee:* \$40.00*Prerequisite:* Art 200 or permission of the instructor

Offered on occasion

Theoretical framework for the use of art therapy skills with the developmentally delayed, emotionally disturbed, physically limited, neurologically impaired and other populations with disabilities. Three credits.

**Art 202 Art Therapy:****Clinical Methods***Special Fee:* \$40.00*Prerequisites:* Art 200, 201

Offered on occasion

Exploration of the art media as a diagnostic tool, evaluation instrument and treatment modality. Experiential workshop, formal and informal tools, and projective techniques are included. Three credits.

**Art 204 Art Therapy:****Child-Adolescent***Special Fee:* \$60.00*Prerequisites:* Art 200, 201, 202

Offered on occasion

An exploration and observation of art therapy and its use with children and adolescents. Clinical site visits with registered art therapists are made, as are video presentations. Three credits.

**Art 205 Art Therapy Practicum:****Adult-Geriatric***Special Fee:* \$40.00*Prerequisites:* Art 200, 201, 202, 204,

Psychology 116

Offered on occasion

Experience in a clinical setting (community mental health center, psychiatric facilities, hospitals, private health institutions) serving adults and the aged by using art therapy principles and instruments. Students will analyze case material obtained from the practicum site and present data at the weekly seminar. Three credits.

**Art 206 Art Therapy Research Seminar I***Prerequisites:* All required art therapy courses

Offered on occasion

A seminar on advanced individual projects chosen by student and teacher in student's field of specialization. Additional field experience required in area of concentration. Two credits.

**Art 207 Art Therapy Research Seminar II***Prerequisites:* All required art therapy courses, including Art 206

Offered on occasion

Continuation of research project with final presentation to be reviewed by students in the program, faculty and visiting professionals. Two credits.

## APPROVED PROGRAMS - BROOKLYN CAMPUS

### New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

#### Richard L. Conolly College of Liberal Arts & Sciences

| Major                                                              | Hegis Code | Degree     |
|--------------------------------------------------------------------|------------|------------|
| Biology                                                            | 0401       | BS, MS     |
| Adolescence Urban Education: Biology                               | 0401       | BS         |
| Middle Child & Adolescence Urban Education: Biology                | 0401.01    | BS         |
| Biochemistry                                                       | 0414       | BS         |
| Media Arts                                                         | 0601       | BA         |
| Journalism                                                         | 0602       | BA         |
| Bilingual Extension – Teachers of Hearing Handicapped              | 0815       | Adv. Cert. |
| Teacher of Students with Speech & Language Disability              | 0815       | BS, MS     |
| Teacher of Visual Arts in Urban Schools                            | 0831       | BFA        |
| Music Education in Urban Schools                                   | 0832       | BS         |
| Bilingual Teachers of Students with Speech & Language Disabilities | 0899.50    | MS         |
| Studio Art                                                         | 1002       | BFA        |
| Music – Applied Music                                              | 1004       | BA         |
| Jazz Studies                                                       | 1004       | BA         |
| Music (Jazz Studies)                                               | 1004       | BFA        |
| Music – Music Theory                                               | 1004.10    | BA         |
| Dance                                                              | 1008       | BFA, BS    |
| Dance Education in Urban Schools                                   | 1008       | BS         |
| Computer Art                                                       | 1009.00    | BFA        |
| Media Arts                                                         | 1009       | MA         |
| Visual Arts                                                        | 1099       | BA         |
| New Media Art and Performance                                      | 1099       | MFA        |
| Modern Languages –French, German, Spanish                          | 1101       | BA         |
| Adolescence Urban Education: Spanish                               | 1105.01    | BA         |
| Middle Childhood & Adolescence Urban Education: Spanish            | 1105.01    | BA         |
| Communication Sciences and Disorders                               | 1220       | BS, BS/MS  |
| Speech-Language Pathology                                          | 1220       | BS/MS, MS  |
| Medical Technology                                                 | 1223       | BS         |
| Cytotechnology                                                     | 1223       | BS         |
| Nuclear Medicine Technology                                        | 1299       | BS         |
| English                                                            | 1501       | BA, MA     |
| Middle Child & Adolescence Urban Education: English                | 1501.01    | BA         |
| Adolescence Urban Education: English                               | 1501.01    | BA         |
| Speech                                                             | 1506       | BA         |
| Philosophy                                                         | 1509       | BA         |
| Mathematics                                                        | 1701       | BS         |
| Middle Child & Adolescence Urban Education:                        |            |            |

|                                                                |         |            |
|----------------------------------------------------------------|---------|------------|
| Mathematics                                                    | 1701    | BS         |
| Adolescence Urban Education: Mathematics                       | 1701.01 | BS         |
| Physics                                                        | 1902    | BS         |
| Chemistry                                                      | 1905    | BS, MS     |
| Middle Child & Adolescence Urban Education: Chemistry          | 1905.01 | BS         |
| Adolescence Urban Education: Chemistry                         | 1905.01 | BS         |
| Psychology                                                     | 2001    | BA, MA     |
| Clinical Psychology                                            | 2003    | Ph.D.      |
| Social Work                                                    | 2104    | BA, MSW    |
| Social Science                                                 | 2201    | MS         |
| Middle Childhood & Adolescence Urban Education: Social Studies | 2201.01 | BA         |
| Adolescence Urban Education: Social Studies                    | 2201.01 | BA         |
| Anthropology                                                   | 2202    | MA         |
| Economics                                                      | 2204    | BA, MA     |
| History                                                        | 2205    | BA         |
| Political Science                                              | 2207    | BA, MA     |
| Sociology-Anthropology                                         | 2208    | BA         |
| Sociology                                                      | 2208    | MA         |
| United Nations                                                 | 2210    | Adv. Cert. |
| Urban Studies                                                  | 2214    | MA         |
| Interdisciplinary Major                                        | 4901    | BA, BS     |
| General Science                                                | 4902    | BS         |
| Humanities                                                     | 4903    | BA, BS     |
| Social Science                                                 | 4903    | BA, BS     |
| Human Services                                                 | 5506    | Cert.      |
| Social Science                                                 | 5622    | AA         |
| Science                                                        | 5649    | AA         |
| Humanities                                                     | 5649    | AA         |

#### School of Business, Public Administration and Information Sciences

| Major                          | Hegis Code | Degree             |
|--------------------------------|------------|--------------------|
| Accounting                     | 0502       | BS, MS, BS/MS, MBA |
| Taxation                       | 0502.10    | MS                 |
| Business Finance               | 0504       | BS                 |
| Business Management            | 0506       | BS                 |
| Business Administration        | 0506       | MBA, Adv. Cert.    |
| Integrated Information Systems | 0507       | BS                 |
| Marketing                      | 0509       | BS                 |
| Human Resources Management     | 0515       | MS                 |
| Computer Science               | 0701       | BS, MS             |
| Health Administration          | 1202       | MPA                |
| Not-for-Profit Management      | 2102.00    | Adv. Cert.         |
| Public Administration          | 2102       | MPA                |
| Gerontology                    | 2104.00    | Adv. Cert.         |
| Accounting                     | 5002       | Cert.              |

|                         |      |       |
|-------------------------|------|-------|
| Business Administration | 5004 | AAS   |
| Computer Science        | 5101 | Cert. |

## School of Education

| Major                                                               | Hegis Code | Degree     |                                                                   |                    |
|---------------------------------------------------------------------|------------|------------|-------------------------------------------------------------------|--------------------|
| Adolescence Urban Education: Biology                                | 0401       | BS         | Urban Settings Teaching Literacy B-6 & 5-12                       | 0830 MSED          |
| Middle Child & Adolescence Urban Education: Biology                 | 0401.01    | BS         | Urban Settings Teaching Literacy B-6                              | 0830 MSED          |
| Adolescence Urban Education: Biology 7-12 (Noncert)                 | 0401.01    | MSED       | Urban Settings Teaching Literacy B-6                              | 0830 Adv. Cert.    |
| Adolescence Urban Education: Biology 7-12                           | 0401.01    | MSED       | Teaching Literacy 5-12                                            | 0830 Adv. Cert.    |
| 1st Initial/Internship                                              | 0401.01    | MSED       | Teacher of Physical Education in Urban Schools                    | 0835 BS            |
| Adolescence Urban Education: Biology 7-12 2nd Initial               | 0401.01    | MSED       | Physical Education (Non-Cert.)                                    | 0835 BS            |
| Childhood Urban Education                                           | 0802       | BS         | Bilingual Education                                               | 0899 Adv. Cert.    |
| Childhood/Early Childhood Urban Education:                          |            |            | Bilingual Education in Urban Settings                             | 0899 MSED          |
| 1st Initial /Internship                                             | 0802       | MSED       | Educational Technology for the Learning Sciences                  | 0899.20 MS         |
| Childhood Urban Education: 2nd Initial                              | 0802       | MSED       | TESOL – Alt. Cert.                                                | 0899.50 MSED       |
| Childhood Urban Education: 1st Initial /Internship                  | 0802       | MSED       | Childhood Urban Education Alt. Cert.                              | 0899.50 MSED       |
| Childhood Urban Education (Noncert)                                 | 0802       | MSED       | Adolescence Urban Education Alt. Cert.                            | 0899.50 MSED       |
| Childhood/Early Childhood Urban Education 2nd Initial               | 0802       | MSED       | Bilingual extension – (Trans B) Alt. Cert                         | 0899.50 Adv. Cert. |
| Childhood/Early Childhood Urban Education (Noncert)                 | 0802       | MSED       | Special Education 1-6 (Trans B) Alt. Cert.                        | 0899.50 MSED       |
| Inclusive Childhood Education & Special Education in Urban Settings | 0802/0808  | BS/MSED    | Teaching Adolescents with Disabilities, Alt. Cert.                | 0899.50 MSED       |
| Higher Education Administration                                     | 0805       | MA         | Teaching Students with Disabilities: Middle Childhood, Alt. Cert. | 0899.50 MSED       |
| Special Education                                                   | 0808       | MSED       | Adolescence Urban Education: Spanish                              | 1105.01 BA         |
| Teaching Students with Disabilities: Middle Childhood               | 0808       | MSED       | Middle Childhood & Adolescence Urban Education: Spanish           | 1105.01 BA         |
| Teaching Students with Disabilities: Middle Childhood Non-cert      | 0808       | MSED       | Middle Childhood & Adolescence Urban Education: English           | 1501.01 BA         |
| Teaching Urban Adolescents with Disabilities (Noncert)              | 0808       | MSED       | Adolescence Urban Education: English                              | 1501.01 BA         |
| Teaching Urban Adolescents with Disabilities                        | 0808       | MSED       | Adolescence Urban Education: English 7-12                         | 1501.01 MSED       |
| 1st Initial/Internship                                              | 0808       | MSED       | 1st Initial /Internship                                           | 1501.01 MSED       |
| Teaching Urban Adolescents with Disabilities 2nd Initial            | 0808       | MSED       | Adolescence Urban Education: English 7-12 (Noncert)               | 1501.01 MSED       |
| Teaching Urban Children with Disabilities (Noncert)                 | 0808       | MSED       | Adolescence Urban Education: English 7-12 2nd Initial             | 1501.01 MSED       |
| Teaching Urban Children with Disabilities 2nd Initial               | 0808       | MSED       | TESOL (Non-certification)                                         | 1508 MSED          |
| Teacher of Urban Children with Disabilities                         | 0808       | MSED       | TESOL 1st Initial /Internship                                     | 1508 MSED          |
| 1st Initial /Internship                                             | 0808       | MSED       | TESOL 2nd Initial                                                 | 1508 MSED          |
| Bilingual Ext – Teacher of Speech and Hearing Handicapped           | 0815       | Adv. Cert. | Middle Child & Adolescence Urban Education: Mathematics           | 1701 BS            |
| Early Childhood Urban Education                                     | 0823       | Adv. Cert. | Adolescence Urban Education: Mathematics                          | 1701.01 BS         |
| School Counselor                                                    | 0826.01    | MSED       | Adolescence Urban Education: Math 7-12 1st Initial/Internship     | 1701.01 MSED       |
| School Psychologist                                                 | 0826.02    | MSED       | Adolescence Urban Education: Math 7-12 (Noncert)                  | 1701.01 MSED       |
| Educational Leadership                                              | 0828       | Adv. Cert. | Adolescence Urban Education: Math 7-12 2nd Initial                | 1701.01 MSED       |
| Teaching Literacy 5-12                                              |            |            | Middle Child & Adolescence Urban Education: Chemistry             | 1905.01 BS         |
|                                                                     |            |            | Adolescence Urban Education: Chemistry                            | 1905.01 BS         |
|                                                                     |            |            | Adolescence Urban Education: Chemistry 7-12 2nd Initial           | 1905.01 MSED       |
|                                                                     |            |            | Adolescence Urban Education: Chemistry 7-12 (Noncert)             | 1905.01 MSED       |

|                                                               |         |            |
|---------------------------------------------------------------|---------|------------|
| Adolescence Urban Education<br>Chemistry 7-12                 |         |            |
| 1st Initial/Internship                                        | 1905.01 | MSED       |
| Mental Health Counseling                                      | 2104.10 | MS         |
| Family Counseling                                             | 2104.10 | Adv. Cert. |
| Alcoholism Counseling                                         | 2104.10 | Adv. Cert. |
| Middle Child & Adolescence Urban<br>Education: Social Studies |         |            |
|                                                               | 2201.01 | BA         |
| Adolescence Urban Education:<br>Social Studies                | 2201.01 | BA         |
| Adolescence Urban Education:<br>Social Studies 7-12           |         |            |
| 1st Initial /Internship                                       | 2201.01 | MSED       |
| Adolescence Urban Education:<br>Social Studies 7-12           |         |            |
| 2nd Initial                                                   | 2201.01 | MSED       |
| Adolescence Urban Education:<br>Social Studies 7-12 (Noncert) |         |            |
|                                                               | 2201.01 | MSED       |

## School of Health Professions

| Major                                           | Hegis<br>Code | Degree         |
|-------------------------------------------------|---------------|----------------|
| Advanced Athletic Training<br>& Sports Sciences | 0835          | MS             |
| Health Sciences                                 | 1201          | BS, MS         |
| Occupational Therapy                            | 1208          | BS/MS          |
| Physical Therapy                                | 1212          | BS/MS, MS, DPT |
| Respiratory Care                                | 1299          | BS             |
| Community Health                                | 1299          | MS             |
| Physician Assistant                             | 1299.10       | BS             |
| Sports Science                                  | 1299.30       | BS             |
| Athletic Training & Sports Sciences             | 1299.30       | BS/MS          |

## School of Nursing

| Major                                                       | Hegis<br>Code | Degree     |
|-------------------------------------------------------------|---------------|------------|
| Nursing                                                     | 1203          | BS         |
| Geriatric Nurse Practitioner                                | 1203.10       | MS         |
| Adult Nurse Practitioner                                    | 1203.10       | MS, BS/MS  |
| Executive Program for Nursing<br>and Health Care Management |               |            |
|                                                             | 1203.10       | MS, BS/MS  |
| Family Nurse Practitioner                                   | 1203.10       | MS         |
| Adult Nurse Practitioner                                    | 1203.12       | Adv. Cert. |
| Education for Nurses                                        | 1203.12       | Adv. Cert. |
| Family Nurse Practitioner                                   | 1203.12       | Adv. Cert. |
| Geriatric Nurse Practitioner                                | 1203.12       | Adv. Cert. |

## Arnold & Marie Schwartz College of Pharmacy and Health Sciences

| Major                   | Hegis<br>Code | Degree  |
|-------------------------|---------------|---------|
| Pharmacology/Toxicology | 0409          | MS      |
| Pharmacy Administration | 1211          | MS      |
| Pharmaceutics           | 1211          | MS, PHD |
| Drug Regulatory Affairs | 1211          | MS      |
| Pharmacy                | 1211          | PharmD  |

## Global College (formerly Friends World Program)

| Major                                              | Hegis<br>Code | Degree |
|----------------------------------------------------|---------------|--------|
| Global Studies                                     | 2210.00       | BA     |
| Friends World Program of<br>Long Island University | 4901.00       | BA     |



## BROOKLYN CAMPUS FULL-TIME FACULTY

### M. Radh Achuthan

*Professor of Physics*  
B.E., M.S., University of Madras, India; M.S., University of Missouri;  
Ph.D., Union Graduate School

### Andrea S. Adams

*Assistant Professor of Nursing*  
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Adult Nurse Practitioner, APRN-C

### Yaw O. Afriyie

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B.A., University of Ghana;  
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L.L.B., B.L., University of Ghana;  
Ph.D., SUNY at Albany;  
Diploma, Regional Planning, University of Tel Aviv

### Omar Ait-Hellal

*Assistant Professor of Computer Science*  
B.S., University of Sciences and Technologies (Algiers);  
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### Syed Ali

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Certified Asthma Educator;  
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A.M., Ph.D., Harvard University

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M.S., University of Arizona

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*Arnold & Marie Schwartz College of*  
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B.S., State University of New York at Stony  
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Ph.D., Harvard University

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## Brooklyn Campus Map and Travel Directions

### Subway

The Brooklyn Campus of Long Island University is served by all **subway lines**.

IRT: 4 or 5 trains (Lexington Avenue Line) or the 2 or 3 trains (Seventh Avenue Line) to Nevins Street Station

BMT: B, M, Q, or R trains to DeKalb Avenue Station

IND: A, C, or G trains (Eighth Avenue Line) to Hoyt-Schermerhorn Street Station

### Train

The Flatbush Avenue terminal of the **Long Island Rail Road** is four blocks away.

### Automobile

*From Manhattan* – via Manhattan Bridge – proceed along Flatbush Avenue Extension, turn left on Myrtle Avenue, right on Ashland Place and proceed two blocks to DeKalb Avenue and turn right. The Campus is on your right at the corner of DeKalb and Flatbush avenues.

*Via Brooklyn Bridge* – proceed along Adams Street, make left turn onto Tillary Street and keep right; after crossing Flatbush Avenue Extension bear right onto Navy Street, which becomes Ashland Place; proceed two blocks and turn right on DeKalb Avenue. The Campus is on your right at the corner of DeKalb and Flatbush avenues.

*From Queens*—Take the Brooklyn-Queens Expressway west to the Tillary Street Exit. Follow Tillary Street to Flatbush Avenue. Make a left onto Flatbush Avenue. The Brooklyn Campus is on the corner of Flatbush and DeKalb Avenues.

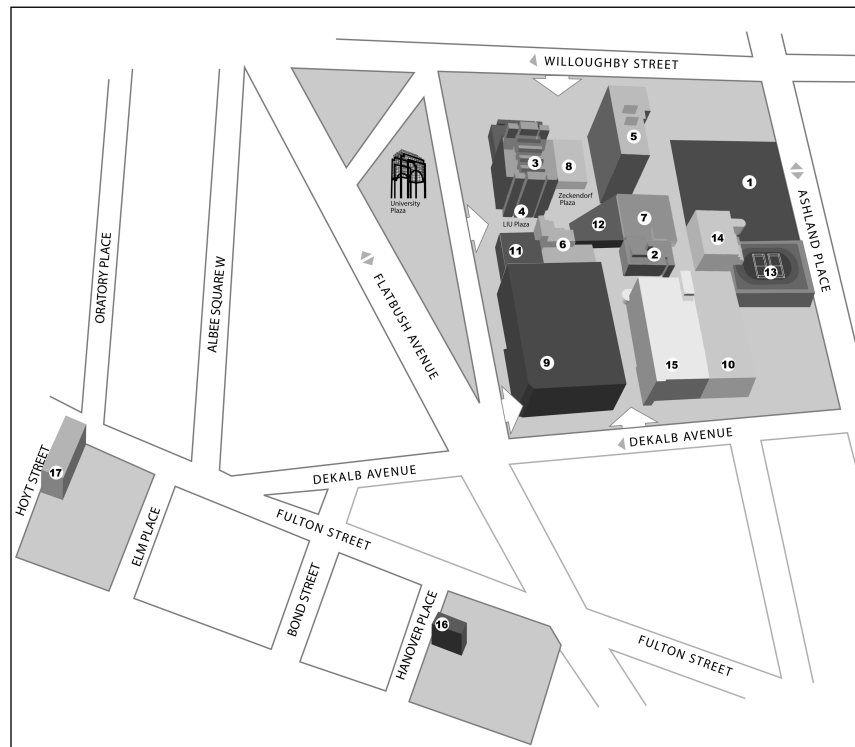
*From Staten Island or Brooklyn*—Take the Brooklyn-Queens Expressway east to Cadman Plaza West. Follow Cadman Plaza West to Tillary Street. Turn left on Tillary Street, then right on Flatbush Avenue. The Brooklyn Campus is on the left.

*To return to Manhattan via the Manhattan Bridge*—proceed on DeKalb Avenue and turn right on Flatbush Avenue to the Manhattan Bridge.  
*– via the Brooklyn Bridge*, proceed on DeKalb Avenue, turn right on Flatbush Avenue then left on Tillary Street. The entrance to the Brooklyn Bridge will be on your right.

*To return to the Brooklyn-Queens Expressway Queens-bound*—Take Flatbush Avenue to Tillary Street. Turn right on Tillary Street and then stay to the left. Enter ramp for Brooklyn-Queens Expressway.

*To return to the Brooklyn-Queens Expressway Brooklyn-bound*—Take Flatbush Avenue to Tillary Street. Turn left on Tillary Street to Cadman Plaza West. Make a right turn on Cadman Plaza West. Bear left to enter the Brooklyn-Queens Expressway.

**Municipal parking** is available on Flatbush Avenue, directly across from the University.



- |                                                                      |                                                                                                     |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1 Athletic Fields                                                    | 9 Metcalfe Hall/Schwartz Athletic Center                                                            |
| 2 Arnold and Marie Schwartz College of Pharmacy and Health Sciences  | 10 Parking Garage                                                                                   |
| 3 Arnold and Marie Schwartz Hall of the Arts and Humanities          | 11 Student Union Building                                                                           |
| 4 Kumble Theater for the Performing Arts/Humanities Building Gallery | 12 Triangle Theater                                                                                 |
| 5 Conolly Residence Hall                                             | 13 Wellness, Recreation and Athletic Center/Harriet Rothkopf Heilbrunn B'32 Academic Nursing Center |
| 6 Jeanetter & Edmund T. Pratt, Jr. Center for Academic Studies       | 14 Wet Lab                                                                                          |
| 7 Library Learning Center                                            | 15 Zeckendorf Health Sciences Center                                                                |
| 8 LIU Bookstore                                                      | 16 9 Hanover Place                                                                                  |
|                                                                      | 17 1 Hoyt Street                                                                                    |

## Policy of Nondiscrimination

Long Island University does not discriminate on the basis of sex, sexual orientation, race, color, creed, national origin, religion, age, handicap or political belief, in any of its educational programs and activities, including employment practices and its policies relating to recruitment and admission of students. Additionally, Long Island University takes affirmative action to recruit applicants from among women, members of protected minority groups, handicapped individuals and veterans, including disabled veterans and Vietnam-era veterans.

## Students with Various Types of Disabilities

Students with disabilities who may require individually designed accommodations on the Brooklyn Campus are encouraged to contact the Special Educational Services Program for assistance in resolving any school-related difficulties. Located on the lower level of the Pharmacy Building, the program serves students with visible and nonvisible disabilities. Call (718) 488-1044 for further information.