
C.W. Post Campus Long Island University

2009-2011
Graduate Bulletin

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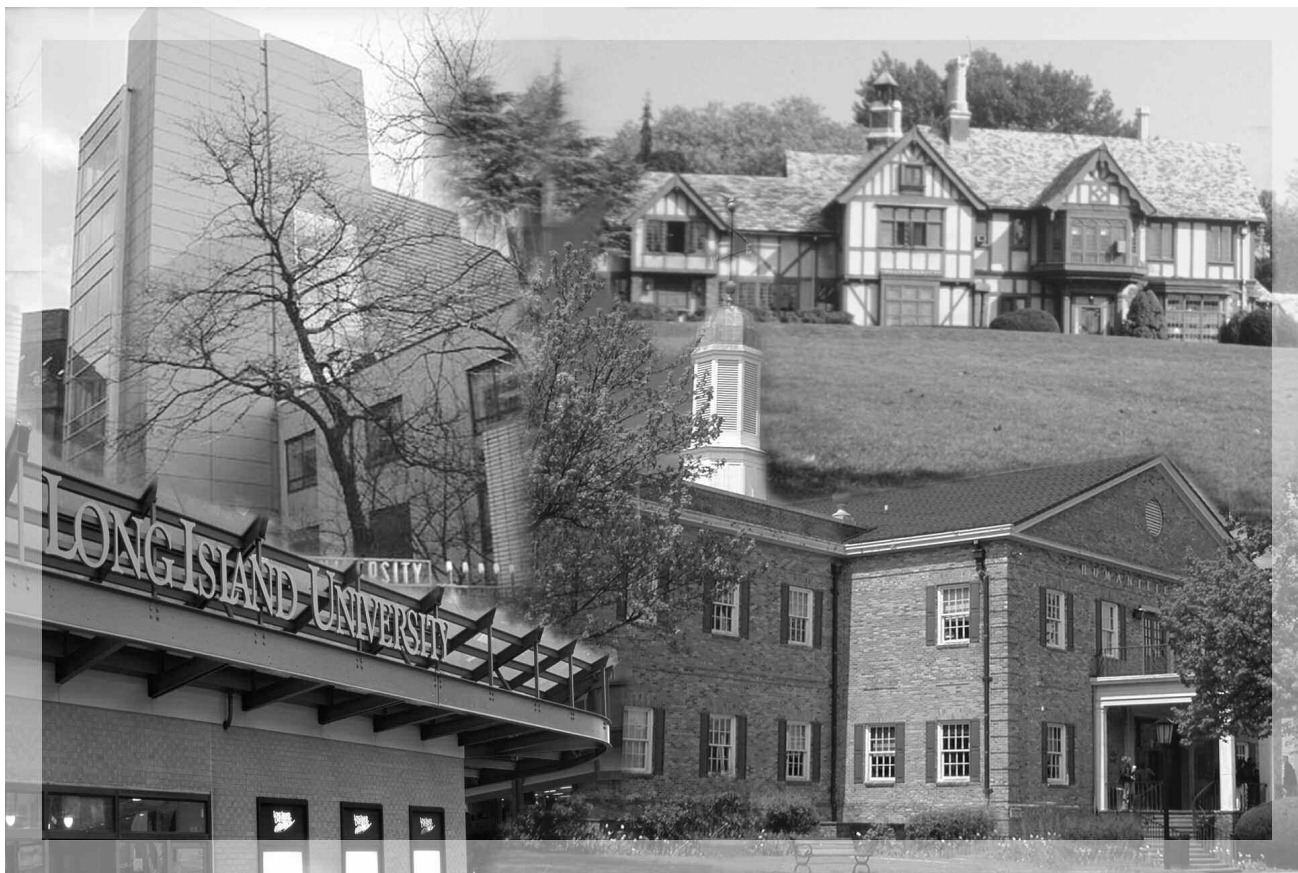
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Notice to Students: Long Island University reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment into any specific sections of courses. The University also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, or any other phase of school activity without notice. The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war or other force majeure. The University expects each student to have a knowledge of the information presented in the bulletin and other official publications of the various faculties and campuses pertaining to his/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

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers 590 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* students in degree-credit and continuing education programs in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland and Westchester. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College offers a wide range of study abroad options at overseas centers in Australia, China, Costa Rica and India.

Long Island University's nearly 650 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than

170,000 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 students and the community.

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

Accreditation and program registration.

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

C.W. POST CAMPUS GRADUATE BULLETIN 2009-2011

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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, the natural sciences, business, social policy, urban education, the health professions, pharmacy and the health sciences, all on a pluralistic campus that draws insight and strength from differences. The Campus offers Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy and the Pharm.D. in pharmacy. In the past year, the Brooklyn Campus has received \$3,505,012 in new external funding to support a variety of programs including faculty research, community outreach and student-centered projects.

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

The Brooklyn Campus offers 212, associate, undergraduate, graduate, doctoral and certificate programs. Serving nearly 11,200 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 2006, a \$45-million Wellness, Recreation and Athletic Center was opened to serve the Campus and the surrounding community. In 2007, the Cyber Café was launched, providing a high-tech hot spot for students and faculty members to meet and eat.

C.W. Post Campus

The C.W. Post Campus is distinguished by programs of excellence 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, the Psy.D. in clinical psychology and the Ed.D. in interdisciplinary educational studies.

The Campus was established on the former estate of cereal heiress Marjorie Merriweather Post in 1954 to accommodate the growing educational needs of Nassau County following World War II. Named for breakfast cereal magnate Charles William Post, C.W. Post offers its 11,031 full-time, part-time and non-credit students a comprehensive range of 261 associate, undergraduate, graduate, and doctoral degree programs and certificates. In addition, the Campus offers college-credit courses to more than 2,000 high school students in area schools.

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

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 of nearly 1,100 graduate, undergraduate and non-credit students, is located on Second Avenue in Brentwood, on 172 acres of tree-lined property owned by the Sisters of St. Joseph.

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

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

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

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

Rockland Graduate Campus

The Rockland Graduate Campus offers courses that are diverse and classes that are small. For nearly three decades, the Campus has been providing residents in the Lower Hudson Region and New Jersey with access to master's degrees and advanced certificates from Long Island University, a recognized and respected institution of higher education.

Conveniently located near the Palisades Parkway in Orangeburg, N.Y., just two miles from the New Jersey border, 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 during the evenings and weekends to accommodate the busy schedules of working professionals.

The Rockland Graduate Campus library features an online catalog that lists holdings across the Long Island University campuses. In addition, access to Internet resources provide high-tech delivery of full-text databases. Information is instantly available through two IBM compatible Pentium computer labs, which are networked to the University's mainframe systems.

A bachelor's degree from an accredited institution is required for admission. 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 (fast-track M.B.A.), with concentrations in finance and management; health administration (M.P.A.); public administration (M.P.A.); gerontology (Advanced Certificate); mental health counseling (M.S.); school counselor (M.S.); education including adolescence education (M.S.Ed.), special education (M.S.Ed.), special education – autism (M.S.Ed.), literacy – B-6 (M.S.Ed.), childhood education – 1-6 (M.S.), childhood/childhood special education (M.S.), childhood/literacy – B-6 (M.S.), school building leader (M.S.Ed., advanced certificate) and school district administrator (advanced certificate), educational leadership (M.S.Ed., advanced certificate); and pharmaceuticals (M.S.) with specialization in industrial pharmacy and cosmetic science.

Long Island University at Riverhead

Long Island University at Riverhead offers high-quality graduate courses and programs to residents of Long Island's East End. Conveniently located on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, it provides working adults and recent baccalaureate graduates with the opportunity to pursue a private education during the evenings and weekends. Offerings include the B.S. in childhood education (1-6) (upperdivision), M.S. in childhood education, the M.S. in literacy education, the M.S. in teaching students with disabilities and an advanced certificate in applied behavior analysis. In addition, an M.S. and an advanced certificate in homeland security management (HSM) are offered fully online. The HSM program features comprehensive curricula designed by professionals for professionals. Faculty members and guest lecturers include some of the top names in law enforcement, counterterrorism and government. All programs 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 and certificate programs in Westchester County. The Westchester Graduate Campus is located in a state-of-the-art facility 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 as degree candidates or as non-degree students who wish to pursue graduate courses for personal enrichment or professional advancement.

Most classes are held in the late afternoons, in the evenings and on weekends to meet the scheduling needs of working adults. Program offerings include business (M.B.A.); education (M.S.Ed., advanced certificate) in the areas of childhood education – 1-6, early childhood, middle childhood and adolescence – 5-12, special education, literacy, bilingual, TESOL, writing and reading, school counseling, and school psychology; marriage and family therapy (M.S.); and mental health counseling (M.S.).

These diverse courses are taught in small classes by distinguished full-time and adjunct faculty members who are committed to personalized instruction and who bring practical experience to the classroom.

The C.W. Post Campus' Palmer School of Library and Information Science also offers graduate-level courses at the Westchester Graduate Campus.

ACADEMIC CALENDAR

2009-2011

SPRING SEMESTER 2009

Classes Begin	January 14
Add/Drop and Late Registration	January 14 - 28
Martin Luther King Day - No Classes	January 19
Conferral of January Degrees	January 16
Last Day to File for May 2009 Degrees	February 6
Presidents Weekend - No Classes	February 14 - 16
Monday Classes Meet,	
Tuesday Classes Suspended	February 17
Registration Begins for Summer 2009	March 2
Spring Recess - No Classes	March 9 - 15
Registration Begins for Fall 2009	March 23
Last Day to Opt P/F or W	April 3
Passover/Easter - No Classes	April 8 - 12
Study Day	April 29
Final Examinations	April 30 - May 6
Make-up Exams (Faculty use only)	May 7
Term Ends	May 8
Commencement	May 10
Conferral of May Degrees	May 15

SUMMER SESSION 2009

Summer First 5 Week Session

Classes Begin	May 18
Late Registration Drop/Add	May 18 - 19
Memorial Day - Holiday - No Classes	
(Make-up 5/29)	May 23 - 25
Make-up day for 5/25	May 29
Last Day to Opt P/F or W	June 12
Classes End	June 19

Summer 10 Week Session

Classes Begin	May 18
Late Registration Drop/Add	May 18 - 29
Memorial Day - Holiday - No Classes	
(Make-up 5/25)	May 23 - 25
Make-up day for 5/25	May 29
Independence Day Weekend - Holiday -	
No Classes	July 3 - 5
Make-up day for 7/5	July 9
Last Day to Opt P/F or W	July 9
Last Day to File for September 2010 Degrees	July 10
Classes End	July 24

Summer 12 Week Session

Classes Begin	May 18
Late Registration Drop/Add	May 18 - 29
Memorial Day - Holiday - No Classes	
(Make-up 5/25)	May 23 - 25
Make-up day for 5/29	June 4

Independence Day Weekend - Holiday -

No Classes	July 4 - 6
Make-up day for 7/6	July 10
Last Day to Opt P/F or W	July 17
Last Day to File for September 2009 Degrees	July 10
Classes End	August 7

Summer Second 5 Week Session

Classes Begin	June 22
Classes Begin - Graduate Education &	
Palmer School Courses	June 29
Late Registration Drop/Add	June 22 - 23
Independence Day Weekend - Holiday -	
No Classes	July 4 - 6
Make-up day for 7/6	July 10
Last Day to File for September 2009 Degrees	July 10
Last Day to Opt P/F or W	July 17
Classes End	July 24
Classes End - Graduate Education &	
Palmer School Courses	July 31

Summer Third 4/5 Week Session

Classes Begin	July 27
Classes Begin - Graduate Education &	
Palmer School Courses/4 weeks	August 3
Late Registration Drop/Add	July 27 - 28
Last Day to Opt P/F or W	August 14
Class End	August 21
Classes End - Graduate Education &	
Palmer School Courses/4 weeks-	
Mathematics & Science/5 weeks	August 28
Term Ends	August 28

*Late Registration and Program Change Period (Add/Drop) through second day of session. Last day to withdraw from a course or elect Pass/Fail option is: 5 week course - 1 week prior to end of session; 10 week course - 2 weeks prior to end of session; more than 10 weeks - 3 weeks prior to end of session.

WEEKEND COLLEGE 2008 - 2009

Session III, Spring 2009

A: January 24 - March 7
C: January 17 - 18; February 21 - 22; March 7 - 8
C - Off Campus: January 24 - 25; February 28 - March 1; March 21 - 22
D: January 17 - February 28
E: January 18 - March 1
F: January 7 - March 21
G: January 8 - March 22

**NO CLASSES: February 14 - 16, Presidents Weekend
March 9 - 15, Spring Recess**

Session IV, Spring 2009

A: April 18 - June 6
C: April 4 - 5; May 2 - 3; May 30 - 31
C - Off Campus: April 18 - 19; May 16 - 17; June 6 - 7
D: April 4 - May 30

E: April 5 - May 17
F: April 4 - June 13
G: April 5 - June 14

**NO CLASSES: April 8 - 12, Passover, Good Friday, Easter
May 9 - 10, Commencement
May 23 - 25, Memorial Day Holiday**

Session IV, Spring 2009

A: April 18 - June 6
C: April 4 - 5; May 2 - 3; June 6. 7
C - Off Campus: April 18 - 19; May 16 - 17; June 13 - 14
D: April 4 - May 16
E: April 5 - May 17
F: April 4 - June 13
G: April 5 - June 14

**NO CLASSES: April 8 - 12, Passover, Good Friday, Easter
May 9 - 10, Commencement
May 23 - 25, Memorial Day Holiday**

Session V, Summer 2009

A: July 11 - August 15
C: June 27 - 28; July 18 - 19; August 15 - 16
C - Off Campus: July 11 - 12; July 25 - 26; August 22 - 23
F: June 27 - August 25
G: June 28 - August 26

**NO CLASSES: July 4 - 6,
July 4, Independence Day Holiday**

FALL SEMESTER 2009

Classes Begin September 8
Add/Drop and Late Registration September 8 - 21
Conferral of September Degrees September 18
Rosh Hashanah - **No Classes** September 19 - 20
Columbus Day - **No Holiday** -
Classes Meet October 12
Last Day to File for January 2010 Degrees October 16
Election Day - **No Holiday** - **Classes Meet** November 3
Last Day to Opt P/F Or W November 13
Thanksgiving Recess - **No Classes** November 25 - 29
Tuesday Classes Suspended, **Friday Classes Meet** December 8
Study Days/Snow Days December 11 & 14
Final Examinations December 15 - 21
Term Ends December 23

WINTER SESSION 2009/-2010

Classes Begin December 28
Late Registration & Add/Drop December 28
New Year's - **Holiday** - **No Classes** December 31 - January 1
Classes End January 12

SPRING SEMESTER 2010

Conferral of January Degrees January 15
Classes Begin January 19
Add/Drop and Late Registration January 19 - February 1
Last Day to File for May 2010 Degrees February 12
Presidents Weekend - **No Classes** February 13 - 15
Monday Classes Meet
Tuesday Classes Suspended February 16
Spring Recess - **No Classes** March 29 - April 4
Last Day to Opt P/F or W April 9
Study Days/Snow Days April 28 & 29
Final Examinations April 30 - May 6
Commencement May 7
Term Ends May 14

SUMMER SESSION 2010

Summer First 5 Week Session

Classes Begin May 17
Late Registration Drop/Add May 17 - 18
Memorial Day - **Holiday** - **No Classes**
(**Make-up 6/4**) May 29 - 31
Make-up day for 5/31 June 4
Last Day to Opt P/F or W June 11
Classes End June 18

Summer 10 Week Session

Classes Begin May 17
Late Registration Drop/Add May 17 - 28
Memorial Day - **Holiday** - **No Classes**
(**Make-up 6/4**) May 29 - 31
Make-up day for 5/31 June 4
Independence Day Weekend - **Holiday** -
No Classes July 3 - 5
Make-up day for 7/5 July 9
Last Day to Opt P/F or W July 9
Last Day to File for September 2010 Degrees July 16
Classes End July 23

Summer 12 Week Session

Classes Begin May 17
Late Registration Drop/Add May 17 - 28
Memorial Day - **Holiday** - **No Classes**
(**Make-up 6/4**) May 29 - 31
Make-up day for 5/31 June 4
Independence Day Weekend - **Holiday** -
No Classes July 3 - 5
Make-up day for 7/5 July 9
Last Day to Opt P/F or W July 16
Last Day to File for September 2010 Degrees July 16
Classes End August 6

Summer Second 5 Week Session

Classes Begin June 21
 Late Registration Drop/Add June 21 - 22
 Independence Day Weekend - **Holiday** -
 No Classes July 3 - 5
 Make-up day for 7/5 July 9
 Last Day to File for September 2010 Degrees July 16
 Last Day to Opt P/F or W July 16
 Classes End July 23

Summer Third 4/5 Week Session

Classes Begin July 26
 Late Registration Drop/Add July 26 - 27
 Last Day to Opt P/F or W August 20
 4 Week Session Class End August 20
 5 Week Session Class End August 27
 Term Ends August 27

*Late Registration and Program Change Period (Add/Drop) through second day of session. Last day to withdraw from a course or elect Pass/Fail option is: 5 week course - 1 week prior to end of session; 10 week course - 2 weeks prior to end of session; more than 10 weeks - 3 weeks prior to end of session.

WEEKEND COLLEGE 2009 - 2010**Session I, Fall 2009**

A: September 26 - October 31
 C: September 12 - 13; October 10 - 11;
 October 31 - November 1
 C - Off Campus: September 26 - 27;
 October 17 - 18; November 7 - 8
 F: September 12 - November 7
 G: September 13 - November 8

Session II, Fall 2009 - 2010

A: November 21 - January 9
 C: November 14 - 15; December 12 - 13; January 9 - 10
 C - Off Campus: November 21 - 22; December 19 - 20;
 January 16 - 17
 F: November 21 - January 16
 G: November 22 - January 17

NO CLASSES: November 25 - November 29, Thanksgiving Recess December 23 - 27, Christmas December 31 - January 1, New Year's

Session III, Spring 2010

A: January 30 - March 13
 C: January 23 - 24; February 20 - 21; March 13 - 14
 C - Off Campus: January 30 - 31; February 27 - 28;
 March 20 - 21
 F: January 23 - March 20
 G: January 24 - March 21

NO CLASSES: February 13 - 15, Presidents Weekend

Session IV, Spring 2010

A: March 10 - May 15
 C: March 27 - 28; April 24 - 25; May 15 - 16
 C - Off Campus: April 10 - 11; May 1 - 2; May 22 - 23
 F: March 27 - May 22
 G: March 27 - May 23

NO CLASSES: March 29 - April 4, Spring Recess

Session V, Summer 2010

A: July 10 - August 14
 C: June 26 - 27; July 24 - 25; August 14 - 15
 C - Off Campus: July 10 - 11; July 31 - August 1;
 August 21 - 22
 F: June 26 - August 21
 G: June 27 - August 22

FALL SEMESTER 2010

Classes Begin September 9
 Add/Drop and Late Registration September 9 - 22
 Conferral of September Degrees September 17
 Columbus Day - **No Holiday - Thursday**
 Classes Meet October 11
 Last Day to File for January 2011 Degrees October 15
 Election Day - **No Holiday**
 No Classes November 2
 Last Day to Opt P/F Or W November 19
 Thanksgiving Recess - **No Classes** November 24 - 28
 Final Examinations December 16 - 22
 Term Ends December 23

WINTER SESSION 2010 - 2011

Classes Begin December 27
 Late Registration & Add/Drop December 27
 New Years - **Holiday - No Classes** December 31 - January 2
 Classes End January 10

SPRING SEMESTER 2011

Classes Begin January 18
 Add/Drop and Late Registration January 18 - 31
 Conferral of January Degrees January 21
 Last Day to File for May 2011 Degrees February 11
 Presidents Day - **No Classes** February 21
 Monday Classes Meet,
 Tuesday Classes Suspended February 22
 Last Day to Opt P/F or W April 1
 Spring Recess - **No Classes** April 13 - 24
 Final Examinations May 2 - 6
 Make-up Exams (Faculty use only) May 9
 Awards Day May 10
 Commencement & Term Ends May 11

SUMMER SESSION 2011

Summer First 5 Week Session

Classes Begin May 16
Late Registration Drop/Add.....May 16 - 17
Memorial Day - **Holiday - No Classes**
(Make-up 6/3) May 28 - 30
Make-up day for 5/30 June 3
Last Day to Opt P/F or W June 10
Classes End June 17

Summer 10 Week Session

Classes Begin May 16
Late Registration Drop/Add.....May 16 - 27
Memorial Day - **Holiday - No Classes**
(Make-up 6/3) May 28 - 30
Make-up day for 5/30 June 3
Independence Day Weekend -
Holiday - No Classes July 2 - 4
Make-up day for 7/4 July 8
Last Day to Opt P/F or W July 9
Last Day to File for September 2010 Degrees.....July 15
Classes End July 22

Summer 12 Week Session

Classes Begin May 16
Late Registration Drop/Add.....May 16 - 27
Memorial Day - **Holiday - No Classes**
(Make-up 6/3) May 28 - 30
Make-up day for 5/30 June 3
Independence Day Weekend - **Holiday -**
No Classes July 2 - 4
Make-up day for 7/4 July 8
Last Day to Opt P/F or W July 15
Last Day to File for September 2010 Degrees.....July 15
Classes End August 5

Summer Second 5 Week Session

Classes Begin June 20
Late Registration Drop/Add June 20 - 21
Independence Day Weekend - **Holiday -**
No Classes July 2 - 4
Make-up day for 7/4.....July 8
Last Day to File for September 2010 Degrees.....July 15
Last Day to Opt P/F or W July 15
Classes End July 22

Summer Third 5 Week Session

Classes Begin July 25
Late Registration Drop/Add July 25 - 26
Last Day to Opt P/F or W August 19
Class End August 26
Term Ends.....August 26

*Late Registration and Program Change Period (Add/Drop) through second day of session. Last day to withdraw from a course or elect Pass/Fail option is: 5 week course - 1 week prior to end of session; 10 week course - 2 weeks prior to end of session; more than 10 weeks - 3 weeks prior to end of session.

WEEKEND COLLEGE 2010 - 2011

Session I, Fall 2010

A: September 18 - October 23
C: September 11 - 12; October 2 - 3; October 23 - 24
C - Off Campus: September 18 - 19; October 9 - 10; October 30 - 31
F: September 11 - October 30
G: September 12 - October 31

Session II, Fall 2010 - 2011

A: November 13 - January 8
C: November 6 - 7; December 4 - 5; January 8 - 9
C - Off Campus: November 13 - 14; December 11 - 12; January 15 - 16
F: November 6 - January 15
G: November 7 - January 16

NO CLASSES: November 24 - November 28, Thanksgiving Recess, December 23 - 26, Christmas December 31 - January 2, New Year's

Session III, Spring 2011

A: January 29 - March 12
C: January 22 - 23; February 12 - 13; March 12 - 13
C - Off Campus: January 29 - 30; February 26 - 27; March 19 - 20
F: January 22 - March 19
G: January 23 - March 20

NO CLASSES: February 19 - 21, Presidents Day

Session IV, Spring 2011

A: April 2 - May 21
C: March 26 - 27; April 30 - May 1; May 21 - 22
C - Off Campus: April 2 - 3; May 7 - 8; June 4 - 5
F: March 26 - June 4
G: March 27 - June 5

NO CLASSES: April 13 - 24, Spring Recess May 28 - 30, Memorial Day Holiday

Session V, Summer 2011

A: July 9 - August 13
C: June 25 - 26; July 23 - 24; August 13 - 14
C - Off Campus: July 9 - 10; July 30 - 31; August 20 - 21
F: June 25 - August 20
G: June 26 - August 21

NO CLASSES: July 2 - 4, Independence Day Holiday

C.W. POST MISSION STATEMENT

At its core a liberal arts institution, the C.W. Post Campus of Long Island University is dedicated to meeting the needs and expanding the horizons of all its students, whether in the arts and sciences or in our professional schools. At C.W. Post, we are committed to providing highly individualized educational experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident in our faculty's devotion to excellence in teaching, our intensive advisement system and our encouragement of experiential learning through cooperative education, internships, practica, community service, study abroad, research projects and artistic performance. Our students benefit as well from the Campus' participation in one of the nation's largest private university systems and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. C.W. Post students develop strong critical and expressive abilities, a sense of civic responsibility and a mature understanding of the ideas, events and forces shaping the modern world.

GENERAL INFORMATION

C.W. Post Campus

The C.W. Post Campus was founded by Long Island University in 1954 to accommodate the educational needs of Nassau County residents and workers.

Today, C.W. Post enrolls 8,500 full- and part-time students from all over the globe and offers a comprehensive range of undergraduate, graduate and certificate programs in accountancy, business, computer science, education, health professions and nursing, liberal arts and sciences, library and information science, public service, and the visual and performing arts. Doctorates are offered in clinical psychology and information studies.

To meet the needs of students with busy lives, courses are offered year-round during the day, evenings and weekends. The Campus offers the traditional fall semester (begins in September) and spring

semester (begins in January), plus a winter session and three summer sessions.

With its tree-lined paths, rolling green lawns and historic buildings, the 307-acre Brookville campus is recognized as one of the most beautiful in the nation. The C.W. Post Campus is located in Nassau County, Long Island, an area that combines metropolitan sophistication with suburban beauty and convenience. It is less than an hour by automobile or train from Manhattan.

The Campus is formed by three notable estates from Long Island's famed "Gold Coast" era and includes the former homes of financial wizard E.F. Hutton and Marjorie Merriweather Post, daughter of breakfast cereal creator Charles William Post. The Campus is named for Mrs. Post's father, who, in building his cereal empire, embodied ingenuity, determination and courage – qualities that are living inspirations for the University's faculty and students.

Modern campus buildings range from an award-winning student union to an elegant library. Most classes are conducted in eight major academic buildings on campus: Humanities Hall, Kahn Discovery Center, Pell Hall/Life Science, Hoxie Hall, Roth Hall, Lorber Hall, Fine Arts and the B. Davis Schwartz Memorial Library.

To provide students with a high-tech learning experience, C.W. Post has more than 500 computer workstations throughout the Campus and wireless capabilities in the library, student centers and outdoors, on the Great Lawn. The Campus boasts several major-specific computer laboratories in such disciplines as accountancy, music, multimedia arts, journalism and computer science. Many academic buildings feature "smart classrooms" with multimedia capabilities, laptop connections and Internet access.

Every residence hall room is wired with two Internet access ports and all students receive free e-mail accounts.

The C.W. Post Campus has an extensive academic advisement system and offers excellent career counseling and placement services. The C.W. Post Cooperative Education program has garnered national awards for its stellar reputation and high job placement rates for graduating students.

From the world-renowned Tilles Center for the Performing Arts and Hillwood Art Museum to the Hutchins Gallery and award-winning Post Theatre Company, C.W. Post provides a rich selection of on-campus cultural events, with more than 1,000 activities each year. These include plays and recitals, symphonies, dance performances, and rock and pop concerts by the world's leading artists as well as art exhibits,

lectures and conferences.

The Campus serves the general public through exceptional community outreach programs, including the Long Island Women's Institute, the Center for Gifted Youth, the Center on Aging, the Psychological Services Center, the J.M. Ladage Speech and Hearing Center, the C.W. Post Community Arboretum, the Hutchins Gallery and Tilles Center for the Performing Arts.

Dining facilities and food service areas are available in several locations. The Arnold S. Winnick Student Center, located in the Residence Hall Quadrangle, contains an all-you-care-to-eat cafeteria and a banquet hall called the Gold Coast Room. Hillwood Commons offers a full-service cafeteria as well as a Subway sandwich shop, a hot grilled food station and a gourmet coffee shop called Java City. The Ocelot, located on the lower level of Pell Hall/Life Science, and the Bookmark Cafe in the library offers snacks, prepackaged food and light lunch throughout the day and evening hours. The Grab & Go snack bar in Humanities Hall offers sandwiches, snacks and beverages.

FACULTY

Full- and part-time faculty members as well as a number of visiting professors educate C.W. Post students. Of the full-time faculty, approximately 90 percent hold the highest degree available in their field.

C.W. Post is primarily a teaching institution; classroom instruction is its priority.

The faculty who deliver the curriculum include many accomplished scholars and artists. Research and publication by faculty members are encouraged and supported through a program of research grants, release time from teaching duties, sabbaticals, travel allowances, and assistance in writing grant proposals to secure private and government sources of funding. Various C.W. Post Campus programs also employ adjunct or part-time faculty in a number of capacities:

1. In professional areas such as business, accountancy, computer science, education, journalism, communications and criminal justice, where full-time experience and active participation in the field are desirable qualifications;

2. In fine arts such as music, painting, sculpture and theatre, where again, a faculty member is practicing as well as teaching his or her specialty;
3. In other departments such as English or mathematics that need a large staff to serve the number of students enrolled in required courses.

GRADUATE DEGREE AND ADVANCED CERTIFICATE PROGRAMS

According to the respective department or program, graduate degree and advanced certificate programs available at the C.W. Post Campus of Long Island University are listed below.

Accounting

Accountancy – M.S.
Accounting and Taxation - Advanced Certificate
Taxation – M.S.

Art

Art Education (B-12) – M.S.
Art – M.A.
Clinical Art Therapy – M.A.
Fine Arts and Design – M.F.A.
Interactive Multimedia Arts – M.A.

Biology

Biology – M.S.
Biology: Middle Childhood Education (5-9) – M.S.
Biology: Adolescence Education (7-12) – M.S.

Business Administration

Business Administration – Advanced Certificate
Business Administration – M.B.A.
Business Administration/Law with Touro Law Center – M.B.A./J.D.
Accelerated International Business – M.B.A.

Communication Sciences and Disorders

Speech/Language Pathology – M.A.



Computer Science/Management Engineering

Information Technology Education – M.S.
Information Systems – M.S.
Management Engineering – M.S.

Counseling and Development

Mental Health Counseling – M.S.
School Counselor – M.S.

Criminal Justice and Security Administration

Criminal Justice – M.S.

Curriculum and Instruction

Adolescence Education – M.S.
Art Education (B-12) – M.S.
Biology: Middle Childhood Education (5-9) – M.S.
Biology: Adolescence Education (7-12) – M.S.
Childhood Education (1-6) – M.S.
Early Childhood Education (B-2) – M.S.
Earth Science: Middle Childhood Education (5-9) – M.S.
Earth Science: Adolescence Education (7-12) – M.S.
English: Middle Childhood Education (5-9) – M.S.
English: Adolescence Education (7-12) – M.S.
Mathematics: Middle Childhood Education (5-9) – M.S.
Mathematics: Adolescence Education (7-12) – M.S.
Music Education (B-12) – M.S.

Social Studies: Middle Childhood Education (5-9) – M.S.
Social Studies: Adolescence Education (7-12) – M.S.
Spanish: Middle Childhood Education (5-9) – M.S.
Spanish: Adolescence Education (7-12) – M.S.
Teaching English to Speakers of Other Languages (TESOL) – M.A.

Earth and Environmental Science

Earth Science – M.S.
Earth Science: Adolescence Education – M.S.

Educational Technology

Educational Technology – M.S.

Educational Leadership and Administration

Educational Leadership – M.S.Ed. or Advanced Certificate
School Building Leader – M.S.Ed. or Advanced Certificate
School District Business Leader – Advanced Certificate

English

English – M.A.
English: Middle Childhood Education (5-9) – M.S.
English: Adolescence Education (7-12) – M.S.

Environmental Studies

Environmental Studies – M.S.

Foreign Languages

Spanish – M.A.
 Spanish: Middle Childhood Education
 (5-9) – M.S.
 Spanish: Adolescence Education
 (7-12) – M.S.

Health Professions and Nursing

Advanced Practice Nursing – M.S.
 Cardiovascular Perfusion – M.S.
 Clinical Laboratory Management – M.S.
 Clinical Laboratory Science – M.S.
 Family Nurse Practitioner – M.S. or
 Advanced Certificate
 Medical Biology – M.S.
 Nursing Education – M.S. or Advanced
 Certificate
 Nutrition – M.S.
 Dietetics (Dietetic Internship) –
 Advanced Certificate
 Social Work (M.S.W.)

History

History – M.A.

Interdisciplinary Studies

Interdisciplinary Studies – M.A., M.S.

Library and Information Science

Archives and Records Management –
 Advanced Certificate
 Information Studies – Ph.D.
 Library and Information Science – M.S.
 Public Library Administration –
 Advanced Certificate
 School Library Media Specialist –
 Advanced Certificate

Mathematics

Applied Mathematics – M.S.
 Mathematics for Secondary School
 Teachers – M.S.
 Mathematics: Middle Childhood
 Education (5-9) – M.S.
 Mathematics: Adolescence Education
 (7-12) – M.S.

Music

Music Education (B-12) – M.S.
 Music – M.A.

Political Science

Political Science – M.A.

Psychology

Applied Behavior Analysis – Advanced
 Certificate
 Applied Psychology – M.S.
 Clinical Psychology – Psy.D.
 Psychology – M.A.

Public Administration

Health Care Administration/Law with
 Touro Law Center – M.P.A./J.D.
 Health Administration – M.P.A.
 Public Administration – M.P.A.
 Non-Profit Management – Advanced
 Certificate
 Gerontology – Advanced Certificate

Special Education/Literacy

Teachers of Special Education
 (1-6) – M.S.Ed.
 Literacy (B-6) – M.S.Ed.

Theatre

Theatre – M.A.

SCHOOL OF CONTINUING EDUCATION

C.W. Post's School of Continuing Education offers adult students a world of career and personal development opportunities through its nine institutes – Business, Computer Technology, Corporate Training, Financial Services, Health Studies, Legal Studies, Real Estate, and Personal Enrichment. Participants can enroll in certificate programs, non-credit courses, and workshops designed to help them train for a new profession, advance in their chosen field, or simply address a personal interest.

The corporate training program provides custom-designed training solutions which can help organizations and businesses meet their unique and strategic goals by providing special and innovative educational and training programs which have been individually designed for business, industry, governmental agencies, and educational institutions. Registration and class meetings can be held at off-campus sites for the convenience of students engaged in full-time work activities in order to bring the academic power of a major university to them in their communities. Certificate programs, non-credit courses, and workshops are offered at convenient day, evening and weekend times. Registration can be done by phone, fax, or in person. The main offices of Continuing Education are located on the second floor of the Chase Bank building, 57 Northern Blvd., Greenvale, New York. Students may register for classes at this site. Classes are held at the Greenvale location as well as on the C.W. Post Campus in Brookville. For more information call (516) 299-2236 or visit the Web site at www.liu.edu/cwpost/ce.

Annual Campus Security Report

A copy of the C.W. Post Campus of Long Island University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on the Campus; in certain off-campus buildings or property owned by or controlled by C.W. Post; and on public property within, or immediately adjacent to and accessible from, the Campus. The report also includes institutional policies about Campus security such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. You can obtain a copy of this report by contacting: Admissions or the Department of Public Safety, C.W. Post Campus, Long Island University, 720 Northern Blvd., Brookville, NY 11548 or by accessing the Public Safety Web site at www.cwpost.liu.net.edu/cwis/cwp/stuact/secure/index.html or via e-mail at public_safety@cwpost.liu.edu

ENROLLMENT SERVICES

The Center for Enrollment Services provides assistance and support for new and continuing Undergraduate and Graduate students. The Center attempts to identify, assist and retain students who wish to enroll at C.W. Post to pursue their educational and academic goals. In this role, the offices of Admissions, Academic Counseling, Adult Student Services, the Transfer Center, Bursar, English Language Institute, English as a Second Language (ESL), Financial Assistance, Registrar, Retention, the S.C.A.L.E. and A.C.E. Programs, Evening Program, Summer Sessions, Weekend College and the Winter Session are a part of the Center for Enrollment Services.

The Office of the Associate Provost for Enrollment Services is located in the Administration Building Room 205, (516) 299-3230.

E-mail: enrollment.services@cwpost.liu.edu
 Web site: <http://www.cwpost.liu.edu/cwis/cwp/admissions/enrollment.html>

Summer Session

The Summer Sessions include undergraduate and graduate course offerings by all schools/colleges at C.W. Post.

The College of Management's graduate courses meet for one 10-week period and the School of Professional Accountancy graduate courses meet for one 12-week program. In addition, graduate programs from the other schools/colleges are offered over three Summer sessions, one Weekend College session, and through other special Summer learning experiences. The courses are equivalent in content and credit to courses offered during the regular academic year.

Most schools/colleges offer undergraduate and graduate programs during the day and evenings at the C.W. Post, Brentwood and Rockland Campuses. Opportunities are available for students to accelerate their programs or to take special courses to supplement their regular programs. In addition, various areas are highlighted each summer in the form of special one-week intensive institutes and workshops.

For further information on programs offered at C.W. Post, contact the Office of Summer, Evening, Winter and Weekend Programs at (516) 299-2431. E-mail: study@cwpost.liu.edu Web site: www.liu.edu/cwpost/summer

Winter Session

The C.W. Post Winter Session is a popular 10-day session that is ideal for students who wish to accelerate, enrich or begin their college studies. Winter Session usually runs from late December to early January and includes several undergraduate and graduate courses from a variety of disciplines. Courses are offered during the morning, afternoon and evenings. Most course offerings are three credits and can be applied to undergraduate core requirements, major and minor requirements or serve as elective courses. Graduate students have the opportunity to fulfill major or elective requirements.

For more information please contact the Winter Sessions Office at (516) 299-2431 or visit www.liu.edu/cwpost/winter.

Evening Programs

One of the main functions of the Evening Program is to provide graduate course offerings for students preferring late afternoon, evening and weekend classes.

The C.W. Post Campus schedules classes from 8 a.m. until 9 p.m. in an effort to accommodate student needs. Normally, graduate degree requirements can be completed within two years through enrollment in the Evening Program.

For further information, contact the Office of Summer, Evening, Winter and Weekend Programs at (516) 299-2040. E-mail: study@cwpost.liu.edu Web site: www.liu.edu/cwpost/study

Weekend College

Weekend College is an intensive educational program for students who are unable to attend classes during the week or who prefer a weekend format. Courses offered are the equivalent in content and credit to the courses offered during the regular academic year. The intensive classroom format, combined with independent study and individual consultations, provides students with an educational challenge that has proven to be beneficial and rewarding.

There are Weekend College schedules designed to meet individual needs: Schedule A – six Saturdays; Schedule C – three intensive weekends; Schedule F – eight consecutive Saturdays, and Schedule G – eight consecutive Sundays. Graduate programs offered through the weekend format include Education, Healthcare/Public Administration and Criminal Justice. Weekend College also provides the opportunity for concentrated study in several academic areas, course work for certification and in-service training for educators and professionals.

For further information, contact the Office of Summer, Evening, Winter and Weekend Programs at (516) 299-2040. E-mail: study@cwpost.liu.edu Web site: www.liu.edu/cwpost/weekendcollege.

Senior Adult Programs

Senior citizens are eligible for undergraduate and graduate courses. You must be 65 years or older prior to the beginning of the semester for which you wish to enroll.

Please note that senior citizens may not submit registration until one week before classes begin. These registrations will be processed on the first day of classes if there are seats available.

Senior citizens pay 1/2 tuition for credit courses and 1/4 tuition for audit courses. The special senior citizen tuition rate is not applicable to institutes, workshops, continuing education programs, per capita classes, individualized courses of instruction or studio art classes. Senior citizens are not eligible for awards that further reduce the tuition rate.

Please note that while special course fees such as laboratory fees and art fees still apply as indicated, the following fees are waived: application, registration and activity fees.

For further information contact the Office of Adult Student Services at (516) 299-2445. E-mail: adult-services@cwpost.liu.edu

Contract Programs

The Office of Contract Programs has been designed to meet the educational and training needs of all segments of the population.

Special and innovative educational and training programs have been individually designed for business, industry, governmental agencies and educational institutions.

Registration and class meetings are held at off-campus sites for the convenience of students engaged in full-time work activities.

Further information may be obtained by contacting the Office of Summer, Evening, Winter and Weekend Programs at (516) 299-2040.

Intensive English Program for International Students

The Intensive English Program, part of the C.W. Post English Language Institute, offers international graduate and undergraduate students an opportunity to improve their listening, speaking, reading and writing skills in preparation for future college study or for their own enrichment. Specific instruction is also provided in grammar and American culture. Programs are provided each year in the Fall and Spring semesters and an intensive Summer session. In all of these programs, students work closely with experienced and dedicated teachers in classroom and laboratory settings.

Prospective international students who lack extensive English skills but who meet academic requirements for a graduate degree program may be considered for conditional enrollment. In these cases, students with strong academic records (from prior secondary and collegiate institutions) may be eligible to enter the University, complete the Intensive English Program, and then continue in their chosen field of study. Interested students should consult with the International Admissions Office for additional information.

All Intensive English Programs provide:

- Small, comfortable classes, approximately 15 students
- Convenient Monday through Thursday schedule
- 20 hours of class per week of intensive English instruction
- State-of-the-art computer and Internet equipped laboratories
- Experienced, on-site dedicated instructors

For more details, contact the Intensive English Program office at (516) 299-4002 or e-mail ELI@cwpost.liu.edu. Visit our Web site at www.liu.edu/ELI.

ADMISSIONS

Admission Procedures

Requests for a graduate admission application and related correspondence concerning admission to graduate programs should be directed to:

Graduate Admissions Office
C.W. Post Campus
Long Island University
720 Northern Boulevard
Brookville, New York 11548-1300
Telephone: (516) 299-2900

Online application: www.liu.edu/postapp
E-mail: enroll@cwpost.liu.edu
Web site: www.liu.edu/cwpost/graduate

To apply for admission, a student must submit the completed application and request that official transcripts of his or her undergraduate and graduate records be sent to the Graduate Admissions Office. Candidates for graduate study must have a conferred bachelor's degree, or its equivalent, from an accredited institution and must have an acceptable academic record.

Some programs require letters of recommendation, standardized test scores, and/or other documentation.

Specific application requirements are outlined in the graduate application. A non-refundable \$30 application fee must accompany the application.

An applicant should file his or her application and supporting documents as early as possible. Eligibility requirements and deadlines vary by department and program. Specific information is outlined in the individual departmental descriptions within this bulletin.

Graduate Admission Status

A student may be admitted to C.W. Post for graduate study in one of the following categories:

1. A **Standard Admit** is a student who has submitted all required documentation and meets all eligibility requirements for his or her degree program.
2. A **Limited Admit** is a student who plans to apply for matriculation but does not meet all academic requirements or has not submitted all required credentials. A limited matriculant must submit any missing application credentials by the end of the first semester he or she is enrolled.

Any student accepted as a Limited Matriculant because of academic deficiencies must satisfy all conditions outlined in the acceptance letter to be considered for full matriculation. If the conditions of limited matriculation are not satisfied, the student may be permanently reclassified as a Non-Matriculant. Once all deficiencies are removed, the student must submit a written request to be re-classified as a full matriculant to the Graduate Admissions Office.



3. A **Non-Degree Admit** is a student who has a bachelor's degree but is not a candidate for a graduate degree and is taking a limited number of courses for certification, professional advancement or personal enrichment. Any Non-Matriculated student who wishes to be considered for a degree program must apply for a change of status and satisfy all admission eligibility requirements for his or her area of interest. Certain graduate programs do not allow visiting students. Please consult with the Graduate Admissions Office for further information at (516) 299-2900 or via e-mail at enroll@cwpost.liu.edu
4. Students who hold a bachelor's degree and wish to take a limited number of undergraduate or graduate-level courses, may be admitted as a Personal Enrichment Student. Acceptance as a personal enrichment student does not constitute acceptance into a degree or certificate program although courses taken might apply to degree programs if a student subsequently applies to and gains admission to a specific program. Most departments limit students to 6-9 credits taken under Personal Enrichment; in addition, some departments do not allow students to enroll with Personal Enrichment status. A maximum of two semesters of Personal Enrichment are permitted, and students must complete an application each semester prior to registration.

For additional information, please consult with the Graduate Admissions office at (516) 299-2900 or e-mail: enroll@cwpost.liu.edu

Admission of Undergraduate Students

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

1. Complete an application for graduate admission

2. Be provisionally accepted into the department or school (if the student is accepted, the appropriate graduate department must notify the Records Office so that his or her graduate record is created)
3. Make a written declaration of his or her intention to take graduate courses and reserve them for graduate credit and concurrently register for required undergraduate bachelor's degree courses
4. Have his or her registration card signed by both the undergraduate and graduate academic counselors, and by the appropriate department chairperson and dean

Graduate Credits Applied to Undergraduate Degree Requirements

A qualified C.W. Post Campus junior or senior student with a minimum cumulative grade point average of 3.25 may complete bachelor's degree requirements by taking graduate courses at the undergraduate tuition rate. Requests to register for graduate classes must be approved by the student's undergraduate academic counselor, department chairperson and dean. An undergraduate student may normally register for a maximum of 12 graduate credits. Credits earned in graduate courses that are applied to the bachelor's degree may not subsequently be applied to a master's degree. Exemptions to this policy are found in descriptions of accelerated programs found in the Undergraduate Bulletin, available by calling (516) 299-2900 or www.liu.edu/cwpbulletin.

International Students

Admissions Criteria

An international student applicant must submit an Application for International Admission and the following supporting documents to the Admissions Office by June 1 for September admission or by November 1 for January admission (except where other departmental deadlines apply as outlined in departmental requirements).

1. Original, official records of completed university work and verification of earned degrees (official certified translations required if records are not in English)

2. Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) results
3. Statement of intended major or field of interest
4. GMAT or GRE results, if required by department (see department requirements)
5. Letters of recommendation and/or other documentation required for specific programs as outlined in departmental requirements

Immigration Requirements

An international applicant who intends to apply for an F-1 student visa must submit an I-20 Application showing how he/she will finance his/her education and living expenses. Financial documents must be submitted in support of the I-20 Application.

Upon acceptance and submission of all required financial documentation each eligible student is sent a certificate of Eligibility for Nonimmigrant (F-1) Student Status (also called a Form I-20). This form may be used to apply for an F-1 entrance visa to the U.S. issued by American embassies abroad. For information visit our International Admissions Web site at www.liu.edu/cwpost/international.

Language Proficiency

An international student who demonstrates an insufficient level of English language proficiency may be granted conditional acceptance if his/her TOEFL score is at least 425. In this case, he/she must successfully complete the C.W. Post Intensive English Program. Once his or her language ability demonstrates the required proficiency level, he/she will be offered full acceptance and will be eligible to enroll in C.W. Post Campus academic courses.

The C.W. Post Campus is authorized under federal law to enroll non-immigrant alien students.



Admission to Classes

Admission to graduate classes does not imply that a student has been accepted as a degree candidate. In order for a student to be accepted as a degree candidate, he/she must satisfy all graduate program entrance requirements and must be granted full matriculation status.

Visiting Students

A graduate student who is in good standing at another college or university may register for C.W. Post Campus courses by filing an application for admission as a visiting student. Certain graduate programs do not allow visiting students. Please consult with the Graduate Admissions Office for further information at (516) 299-2900 or e-mail: enroll@cwpost.liu.edu

REGISTRATION

Dates and deadlines will be announced before each registration period. Registration rules and regulations apply equally to all students. Registration requirements may vary in certain academic departments. Check registration procedures specific to the academic departments.

During the Fall and Spring semesters, the Registrar's Office is conveniently open Monday-Thursday from 9 a.m. until

7 p.m. and Friday from 9 a.m. until 5 p.m. Further information is available by calling (516) 299-2756.

Closed and cancelled courses may be checked on the Web at <http://www.cwpost.liu.edu/cwis/cwp/registrar/> or at www.my.liu.edu

Advisement

Each student is assigned a graduate academic counselor who helps develop an appropriate Plan of Study, assists in course selection and schedules and approves registration.

The student must meet with his or her academic counselor before registering each semester. A graduate student is encouraged not to take more than two consecutive courses in a single day.

Course Load

A full-time graduate student must register for at least 9 graduate credits each semester. Eligibility for some financial aid programs may require enrollment for a minimum of 12 credits. Further information is available from the Office of Financial Assistance at (516) 299-2338. E-mail: finaid@cwpost.liu.edu

Maintenance of Matriculation

Unless granted an official leave of absence, graduate students must register for consecutive semesters (excluding summer sessions). Although students typically proceed toward their degrees by enrolling in classes, they may apply for "Maintenance of Matriculation" status provided that they are engaged in some sort of academic activity, such as working on a thesis. Students approved for Maintenance of Matriculation are entitled to avail themselves of Campus facilities and services (e.g., computer labs, library resources, health services). Maintenance of Matriculation does not, however, extend the time limits specified under "Requirements for Degrees," and students should be aware that such status may affect their eligibility for financial aid.

Students must apply to an academic counselor for Maintenance of Matriculation prior to or during the registration period in a given semester. The fee is \$50, and this matriculation status will be recorded on their transcripts as a "class" for zero credit. Maintenance of Matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Otherwise, students will have to apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this bulletin.

Maintenance of Matriculation is essential for international students, who must either attend classes or maintain matriculation through suitable academic activity in order to maintain their visa status. In addition, Maintenance of Matriculation status enables students to continue to purchase student health insurance through Long Island University.

Leave of Absence

A student is expected to register for consecutive Fall-Spring semesters until degree requirements have been completed. Absence for one or more semesters will subject a student to degree requirements in effect at the time of his or her return to the program and requires a

student to apply for readmission. In order to extend the time allocated to complete the requirements as specified in the Bulletin at the time when admitted, a student must apply in writing for a Leave of Absence to his or her dean.

If the Leave of Absence is approved, the Registrar's Office will be notified and it will be recorded on the student's transcript. The maximum length of a leave is one year. A student may not attend any other university while on leave. Returning to his or her studies after an approved Leave of Absence, a student requires no Admissions authorization and can register with his or her graduate adviser. A student whose Leave of Absence extends beyond a year must apply for readmission to the program through the Admissions Office. Requests for the extension of any leave must be filed with the dean.

International students should know that ICE (U.S. Immigration and Customs Enforcement) regulations will likely prohibit those who have been granted such a leave from maintaining their visa status.

Medical Leave of Absence

A Medical Leave of Absence may be granted when serious medical and/or psychological circumstances prevent a student from adequately completing course work in a given semester.

A student who wishes to request a Medical Leave of Absence will need to obtain an application form from the Student Health and Counseling Center. The student must complete the form, attach adequate medical documentation and submit it to the Student Health and Counseling Center for evaluation.

A Medical Leave of Absence may be granted to any full- or part-time graduate student and is initially granted for one semester only. A request for a continuance may be granted for up to one year. The Director of Student Health and Counseling evaluates the request and forwards the decision to the Academic Standing Committee.

Recipients of federal, state and/or University assistance who are granted a Medical Leave of Absence may lose financial assistance for the semester they

are withdrawn. Students must contact the Financial Assistance Office about possible consequences of this change in status. In addition, students should check with the Bursar regarding eligibility for a tuition adjustment.

All students are required to meet with and provide medical documentation to the Director of Student Health and Counseling prior to receiving approval to return.

Readmission

If a student is out of attendance and has not maintained his or her Maintenance of Matriculation status (as described in the previous section) or has not been granted a Leave of Absence, he or she must apply for readmission in the Graduate Admissions Office as follows:

- Students out of attendance for one or two semesters (up to one academic year) must complete a reactivation card available in the Graduate Admissions Office
- Students out of attendance for more than one academic year, but fewer than five years, must fill out a "Request for Readmission" form available in the Graduate Admissions Office. This form must be approved and signed by the appropriate academic department.
- Students out of attendance for more than five years must submit a new application and all supporting credentials.

If readmission is approved, students return subject to the academic requirements posted in the Graduate Bulletin in effect at the time of readmission.

Program Changes

A student may drop and/or add courses, transfer from one section of a course to another, or change a course to audit status (or vice versa) in one or more courses by filing an official change of program form with his or her academic counselor. The deadline for all such program changes is specified in the academic calendar. After this time, these changes cannot be made. All program changes, with the exception of changing course sections, must be approved in writing by the student's academic counselor.

Audit

With the dean's permission, selected courses may be taken on an audit basis.

Withdrawal

In order to withdraw from a course, a student must complete an official Drop/Add Withdrawal Form and submit it to his or her academic counselor during the official drop/add period listed in the academic calendar. The withdrawal is noted on the student's transcript with a grade of (W). If the drop/add period deadline has passed, the student must obtain the appropriate instructor and dean's approval. A student who is failing a course and requests authorization to withdraw, or stops attending classes without obtaining this authorization, will be given the grade (WF).

Class Size

Every effort is made to provide an optimal learning environment by limiting the number of students in each course section. The C.W. Post Campus graduate class size average is 15 students.

Class Schedules

For a minimum total of 14 class sessions, most courses convene once a week during the Fall and Spring semesters. Each session lasts for approximately two hours. Weekend classes are available in select academic disciplines (see Weekend College). Schedules are available on our Web site at <http://academic.liu.edu/schedules/schedules.aspx?campus=P>

Payment of Tuition and Fees

Students who register will be billed for tuition and fees. Payment in full is due upon receipt of the bill. Any exceptions to this policy must be cleared by the Bursar before the billing due date. Students may check their current balance at <https://www.my.liu.edu>

ACADEMIC POLICY

Refer to specific department listings for degree requirements.

Grading

Credit is granted for courses completed with the grade of (A), (A-), (B+), (B), (B-), (C+), (C) or (P). A grade of (P) signifies pass and a grade of (SP) signifies satisfactory progress for dissertation supervision. The grade of (F) signifies failure, and a grade of (W) indicates a student-initiated withdrawal from a course that occurred some time after the add/drop period through the final day to select the pass/fail option. A grade of (UW) indicates an unauthorized withdrawal.

A grade of (INC) is assigned at the discretion of the professor and indicates that some of the course requirements have not been completed. A student has until the end of the following semester to make up incomplete coursework. When, due to extenuating circumstances, a student needs additional time to complete the course, he or she must submit a written request to the appropriate faculty member, chairperson and dean for an extension. After completion of an incomplete (INC) course, a grade of (I) is retained on the transcript along with the final earned grade and the date.

Quality-Point Index

A student's grade point average is calculated using the University's quality-point index. A grade of (A) corresponds to an index number of 4.00, (A-) to 3.67, (B+) to 3.33, (B) to 3.00, (B-) to 2.67, (C+) to 2.33, (C) to 2.00 and (F) to 0.



Grades of (W), (UW), (P), (SP), and (INC) are not factored into the computation, nor are grades for courses taken at another college or university.

Unsatisfactory Grades

A student's cumulative grade point average in his or her approved program of study may be no less than 3.00. Any student who receives grades below (B) in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below (B) may lose his or her matriculated status or may be dismissed from the graduate program. Academic standards vary and may be more stringent in select departments. Complete information is found in the specific department listings.

Attendance

A student is expected to attend all class sessions scheduled for the courses in which they are enrolled. The instructor establishes the attendance policy for each respective course.

Absences from classes or laboratories may affect the final grade. Permission to make up work missed through absence is not automatic and is given at the discretion of the instructor.

The University reserves the right to exclude a student from an examination, courses or program if his or her class attendance record is unsatisfactory. Excessive rates of unexcused absences may result in grades of (F) or (UW) for the course(s) in question.

Absence from Final Examination

A student who is absent from a final examination must:

1. Notify his or her professor or department chairperson within 24 hours and provide a reason for the absence
2. Request the professor's permission to take a deferred final examination

A deferred final examination is a privilege that may be granted only to a student who complies with the notification regulations outlined above, whose work

during the semester is satisfactory and whose reason for missing the scheduled examination is an authorized excuse.

Academic Conduct

Student Conduct

Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class is considered sufficient cause for suspension of a student from class. A student who is suspended from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem will be referred to the Department Chairperson and if not resolved at that level, then the Academic Dean. A record of the disposition of the case will be forwarded to and maintained by the Director of Student Conduct and Community Education.

In instances where a faculty member or an academic department requires Department of Public Safety assistance, the faculty member or academic department will report the incident to the Department of Public Safety so that a report can be generated. A faculty member, Chair or Dean also has the right to make a formal grievance against a student by filing a written statement with the Office of Student Affairs. The information will then be reviewed by the Director of Student Conduct and Community Education to determine whether or not any violations of the Ethos Statement and Code of Conduct were committed. When applicable, the

student will then proceed through the established Student Conduct adjudication process. In addition, the appropriate Dean will also be notified of the incident. Final determination as to whether or not the student will be permitted to continue as a member of the class, department or school would be the decision of the Dean or their designee. For additional information outlining the Student Conduct disciplinary process, please refer to the Student Handbook. The handbook, which is updated annually, is also available on the C.W. Post Web site.

Academic Irregularities

In cases of academic irregularities or dishonesty in examinations or class work, responsibility for disciplinary action is governed by the faculty police contained in the Academic Conduct Policy.

Please see our Web site at www.liu.edu/cwpost/academicconduct. Plagiarism and cheating are not only serious violations of the rules, but also may reflect adversely on the student's reputation as well as on the reputation of the Campus. Faculty, administrators and the student body share responsibility for academic integrity. A student in violation of accepted academic procedures may be subject to disciplinary action, up to and including expulsion from the Campus. Faculty members will report to the Academic Dean any case of irregular or dishonest behavior that occurs in the class or in his or her observation. Students may likewise make such a report to the faculty member or dean. The Academic Dean will decide what disposition is to be made of the charges. Requests for appeals may be made to the

Student/Faculty Appeals Board.

In the case of a minor infraction that is the student's first disciplinary offense, the Dean may authorize the faculty member to dispose of the charges, limiting the maximum penalty to failure in the course. The faculty member will make a report of the incident and the action taken to the dean and the Judicial Affairs Coordinator.

In the case of a major infraction, or in the case of repeat academic offenses, the student may be subject to suspension or expulsion from the Campus. If current non-academic disciplinary action is pending for a student, further disciplinary action may result, up to and including expulsion from the Campus.

Course Numbers and Course Frequency

Courses numbered 600 and above are generally open only to those who qualify for graduate standing. Courses numbered 500 to 599 are designed primarily for those who qualify for graduate standing, but may be taken by advanced undergraduate students.

The frequency with which Fall and Spring courses are offered is indicated after every department course description. A complete listing of courses is available at <http://academic.liu.edu/schedules/schedules.aspx?campus=P>

Evening, Summer and Weekend course frequency is not indicated. Information on course offerings during these sessions is available by contacting the appropriate academic department or by calling Summer, Evening, Winter and Weekend Office at (516) 299-2040.

Transfer Credits

Courses taken at another university after admission to a master's program at the C.W. Post Campus may not be used for transfer credit unless prior written permission is obtained from the major department.

Previous graduate credits earned at other institutions may be credited to a student's graduate degree. A request to transfer credits must be made to the appropriate academic program chairperson with the submission of official transcripts of all previous graduate work.



Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better. Transfer credits are not recorded on a student's transcript unless he or she completes 15 semester credit hours in residence and is fully matriculated.

Change of Major

In order to change majors and transfer from one academic department to another, a graduate student's application for admission must be formally accepted by the new department chairperson. Before leaving the academic department, the graduate student is expected to notify the department chairperson. If the student has a quality-point average of less than 3.00, the appropriate dean must approve the proposed change. Application forms are available in the Graduate Admissions Office or with the department graduate advisors.

Time Limit

Degree requirements for a master's degree must be completed within five years from the term for which the candidate is admitted and enrolled (exclusive of time spent in military service). All requests for an extension must be in writing and submitted to the appropriate dean for approval.

Oral Qualifying or Comprehensive Examination

Some departments require a student to take examinations in his or her major field. These examinations include:

Qualifying Examination

This examination is given in academic departments that require a common core of courses. Degree candidacy status and an assignment of a thesis project are deferred until the examination is successfully completed.

Comprehensive Examination

Some academic departments give a comprehensive examination after students complete a minimum of 24 semester credit hours. This examination is designed to test the candidate's knowledge of both general concepts and his or

her area of concentration. The examination may be oral or written.

Oral Examination (and defense of thesis): Academic departments that require a degree candidate to write a thesis may require the candidate to defend his or her thesis through an oral examination. The examination is designed to test the candidate not only on the thesis project but also on ancillary areas.

Students must be fully matriculated and must have completed the minimum number of semester credit hours (set by the department) to be admitted to these examinations.

Students must register and attend C.W. Post Campus classes or maintain matriculation during the semester he or she applies to take the examination.

Graduation and Diplomas

A graduation candidate is required to file a degree application well in advance of Commencement. A candidate must also notify the Graduate Records Office of his or her anticipated graduation date by the deadline date found in the Academic Calendar available on the C.W. Post Web site at <https://www.cwpost.liu.edu/cwis/cwp/registrat/calender.php>. A student who meets all requirements for his or her degree in September or January is considered for the following May's graduating class. Degrees are conferred by the faculty of Long Island University. Diplomas are dated three times a year: September, January and May. Students who file their degree applications after the specified graduation date will have their degrees awarded at the next conferral regardless of the date of completion of requirements.

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers and other institutions must be requested in writing. Please note: if you owe the University any funds or have any blocks on your account, your request cannot be processed. Enrolled students may use <https://my.liu.edu> to check their financial and academic record. Students have the three following options to secure transcripts:

- **In Person** – By coming to the campus Records Office and showing picture ID, you will be able to pick up to two official transcripts (or student copies);
- **Internet** – By logging into my.liu.edu enrolled students will be able to order transcripts online. Alumni or students currently not in attendance can order transcripts through our online provider, Credentials, Inc., by going to the Registrar's Web site at <http://www.cwpost.liu.edu/cwis/cwp/registrat/>
- **Telephone** – You can contact the Credential's Inc. Customer Services line at 1-800-646-1858. There is an additional charge for the service.

Fax, mail and e-mail requests are not supported by the online provider.

For each in-person request, payment in the amount of \$5 must be made to the Bursar's Office. The online service provider charges \$7.00. All major credit cards are accepted for this online service.

Student copies may be requested in the same manner and are subject to the same fee.

Essential information to be furnished should include:

- (a) Full name, address, social security number, dates of attendance
- (b) Name while enrolled, if different from (a)
- (c) Complete name and address of recipient including institution, department name, city, state and zip code

Many transcripts do not reach their proper destination in time because incomplete and inaccurate information is included in the original request. Except during peak periods at the conclusion of each semester, requests are usually processed within two business days. If the transcript is to be held for completion of courses in process, processing will occur within 10 days after the Records Office receives grades for posting.

For more information visit the C.W. Post Registrar Web site at <http://www.cwpost.liu.edu/cwis/cwp/registrat/>

Additional Academic Policies

Respective academic departments may have additional academic policies. Exceptions to academic policy provisions may be made only with written permission from the appropriate dean.

TUITION AND FEES — GRADUATE (2008-2009 Rates)

C.W. Post accepts payment by check, money order or credit cards (VISA, MasterCard or Discover). These forms of payment protect both the student and the University.

Credit Card Usage: All students may charge tuition, fees and room and board on their VISA, MasterCard or Discover Card accounts. Students who pay by credit card will have any refunds credited to the same charge accounts. No refund checks can be issued to students who pay by charge cards.

Rates for 2008-2009

The following information is for the 2008-2009 academic year and is subject to change for subsequent years.

Tuition

Tuition, per credit, all graduate students

except as follows:	\$882.00
Speech/Pathology program (per credit)	\$882.00
Ph.D. in Information Science program (per credit)	\$1152.00
Psy.D. in Clinical Psychology program	\$18,024 plus fees

Audits

Audit Fee per credit – Graduate 1/2 tuition plus fees

Course Fees

In addition to the regular tuition charges, fees ranging from \$10 to \$810 per semester are charged for laboratory, studio, and special

University Registration Fee (2008-2009 Rates)

The University Fee is a general fee to defray total University expenditures, including administrative and registration expenses.	
Registration Fee (Non-Refundable)	\$15.00
4 credits or less	\$115.00
4.1-11.9 credits	\$243.00
12 or more credits	\$555.00

Student Activity Fees (2008-2009 Rates)

12 or more credits	\$100.00
Less than 12 per credit	\$7.00

Other Fees (2008-2009 Rates)

Application Fee (nonrefundable)	\$30.00
Late Registration Fee (not applicable to new or reentering students)	\$10.00
Late Payment Fee*	\$50.00
Second Late Payment Fee*	\$50.00
Returned Check Fee (\$100 or less)**	\$25.00
Returned Check Fee (More than \$100)**	\$50.00
Transcript (per request)***	\$5.00
I.D. Card (if lost and replaced)	\$10.00

Account Statement Fee	\$5.00
Reinstatement Fee*	\$100.00
Delayed Registration Fee*	\$200.00
Diploma Replacement Fee	\$10.00
Maintenance of Matriculation, per semester	\$50.00
Malpractice Insurance Fee	\$7.00

*A registered student who has not cleared the Bursar by the due date indicated on the bill will be obliged to pay a Late Payment Fee of \$25. Bills not cleared by the mid-point of semester will be assessed an additional late fee of \$50. In addition, if a student fails to clear the Bursar, his or her registration may be cancelled, and he or she will be assessed a \$100 Reinstatement Fee. Any student who deliberately fails to register but attends classes with the intention of registering late in the term, will be responsible for paying a Delayed Registration Fee of \$200.

**Repayments 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 or money order.

***Per transcript for the first 10 copies and \$1 each for each additional copy issued at the same time.

Special Programs

Senior Adults

The following rates apply to senior adults who have reached the age of sixty-five (65) years old or over before the first day of the semester. No Application Fee, University Fee or special Course Fees will be charged. Senior adult students may not register before the week before the beginning of a semester. These rates are not applicable to institutes, workshops, reading courses, continuing education programs, per capita classes, individual courses of instruction and Studio Art classes. However, students matriculated in an Art degree program may register for Studio Art classes.

Graduate per credit	\$441.00 1/2 tuition plus fees
Audit – Graduate per credit	\$221.00

Lifetime of Learning

Program Fee (per semester)	\$100.00
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Life Experience Credit (to earn undergraduate credits only)

Application Fee	\$100.00
Each credit awarded	1/2 tuition per credit

Family Tuition — Weekend College

If members of the immediate family (same household) enroll in the same course and section, one pays full tuition and other family members enroll at the special undergraduate or graduate discount rate (1/3 reduction).

All costs quoted are for the 2008-2009 year. Contact the Bursar's Office at (516) 299-2323 or visit www.liu.edu/cwpost/bursar for correct rates.

Refunds

A student may make a written request to withdraw from one or more courses before the end of the semester. Once this request is submitted and processed, the student will receive a refund as indicated in the schedules listed below. The refund calculation will be based on the last day of attendance; however, a student may be charged for services (e.g., housing, dining) used after the last day of attendance. These charges may not be paid with Title IV funds. Certain fees are not refundable. These include fees for services used before withdrawal, for materials and equipment purchased, for services that continue to be available after withdrawal, and fees paid to outside entities.

<i>Time of Withdrawal</i>	<i>Fall/Spring Semester</i>	<i>Summer 5-6 Week Session</i>
Cancellation before beginning of semester or session	Complete refund except for deposit and applicable Registration Fee	Complete refund except for deposit and applicable Registration Fee

During:

1st calendar week	100%	60%
2nd calendar week	75%	25%
3rd calendar week	50%	No Refund
4th calendar week	25%	No Refund
After 4th week	No Refund	No Refund

<i>Time of Withdrawal</i>	<i>7-8 Week Semester</i>	<i>10-Week Semester</i>
Cancellation before beginning of semester or session	Complete refund except for deposit and applicable Registration Fee	Complete refund except for deposit and applicable Registration Fee

During:

1st calendar week	70%	80%
2nd calendar week	30%	60%
3rd calendar week	No Refund	25%
4th calendar week	No Refund	No Refund

<i>Time of Withdrawal</i>	<i>3-Week Session</i>
Cancellation before beginning of semester or session	Complete refund except for deposit and applicable Registration Fee

During:

1st calendar week	60%
2nd calendar week	No Refund

<i>Time of Withdrawal</i>	<i>Weekend College</i>
Cancellation before beginning of semester or session	Complete refund except for deposit and applicable Registration Fee

During:

2nd weekend	70%
3rd weekend	30%
Following 3rd weekend	No Refund

<i>Time of Withdrawal</i>	<i>Short-Term Institutes (Less than 3 Weeks)</i>
Cancellation before first class	Complete refund except for deposit and applicable Registration Fee

Up to mid-point of 1st class	80%
Following mid-point of 1st class	No Refund

<i>Time of Withdrawal</i>	<i>Continuing Education</i>
Cancellation before first class	Complete refund except for deposit and applicable Registration Fee

Before start of second class	80%
After second class session	No Refund

FINANCIAL AID

Application Process

Financial aid is available through scholarships, grants, loans and part-time employment and is offered only after the student is granted admission to the C.W. Post Campus in a degree granting program. All financial aid awards from federal, state and University sources are awarded on a funds-available basis.

Any student requesting financial aid must annually file the Free Application for Federal Student Aid (FAFSA), www.fafsa.ed.gov, no later than March 1. The FAFSA may be obtained from the Office of Financial Assistance at (516) 299-2338 or finaid@cwpost.liu.edu.

A continuing C.W. Post Campus graduate student must reapply for financial assistance each year, using the Renewal Free Application for Federal Student Aid. **This form should be filed no later than March 1.** It may also be filed over the Internet by visiting www.fafsa.ed.gov.

Students are advised to plan ahead, anticipate costs and budget resources. Costs should include tuition, fees, books, supplies, transportation and room and board if residing on Campus. Resources should include expected student contributions from income, expected employer contributions, student savings, and all scholarships from outside sources.

Full-time (12 credits per semester) graduate students who are residents of New York State are expected to apply for the full amount of the Tuition Assistance Programs (TAP) award for which they are eligible. This award is taken into account in considering total financial assistance.

Processing Codes

Please use the following C.W. Post application processing codes:
FAFSA – 002751
NY State TAP – 5403



Monthly Installment Payment Plans

Private programs are available for students and parents who desire to pay educational expenses in monthly installments. Use of these plans is optional and is suggested solely as a convenience.

Tuition Management Systems
42 Valley Road
Newport, RI 02840-6376
(800) 722-4867

In this program, students may schedule their first payment anytime from May 1 to October 1. This plan may be written to include insurance on the life of the parent or spouse. Agreements may be written to cover all costs of a college education, not just tuition charges alone.

However, to obtain the advantage of the smallest monthly installment, it is recommended that students start the program at the earliest month. Applications for these plans are available in the Bursar's Office or through Tuition Management Systems.

University Limited Deferred Payment Plan

Students may defer up to half of their tuition and fees provided their account is in good standing with the Bursar. Deferments are available for the Fall and Spring semesters only. There is a minimal service charge on all deferments.

If students wish to use the deferment plan, they must submit with their bill a check or money order for 50 percent of their tuition. Students must indicate that they wish to defer payment, and they must sign the payment agreement on the reverse of the bill.

A confirmation of the deferment will be sent indicating the balance due and the due dates (usually three payments throughout the semester).

C.W. Post Campus Financial Aid Programs

The University reserves the right to change the criteria, deadlines and awarding process for all forms of C.W. Post assistance.

A letter of stipulation detailing the terms of the assistance is sent to all eligible recipients. Students are governed by the stipulations accompanying their specific awards. All assistance is contingent upon successful completion of credits taken during the respective semester for which recipients register. Students are advised to inform C.W. Post of any aid received from outside sources. C.W. Post assistance may be adjusted if additional outside resources are in excess of estimated need and/or cost of attendance. International students are eligible to make application for the C.W. Post programs listed below.

Graduate Assistantships

Academic Assistantships

All academic assistantship applicants must file an assistantship application which is available in the appropriate graduate department office.

Graduate Assistantships/Departmental

Graduate Assistantships are available on a limited basis. Students will have teaching responsibilities and/or direct assignments for working with undergraduate students. The Graduate Assistant receives tuition credit assistance plus a stipend.

Awards and Grants

Admissions Awards

Deadlines: In order to be eligible for the GSA or GAA awards outlined below, applications must be received by August 1 for Fall entry, December 1 for Spring entry, or April 1 for Summer entry. Students who apply by the deadline dates will be considered for these awards on a funds-available basis.

Graduate Scholars Award (GSA)

New incoming graduate students applying for their first or second master's degree may receive a \$125 grant per graduate credit if they have a cumulative GPA 3.75 or higher in all work completed in their most recent degree (bachelor's or master's) earned. This award is not available to students pursuing a doctoral degree (Ph.D., Psy.D. or Ed.D.).

Graduate Academic Award (GAA)

New incoming graduate students applying for their first or second master's degree may receive a \$75 grant per credit if they have a cumulative GPA between 3.50 and 3.74 from their most recent degree earned (bachelor's or master's). This award is not available to students pursuing a doctoral degree (Ph.D. or Psy.D. or Ed.D.).

Graduate Incentive Award

Continuing C.W. Post graduate students may be considered to receive up to \$1,500 per semester if they meet the following requirements:

1. New applicants must submit the Graduate Incentive Award application by July 1 each year

2. Students must be fully matriculated and have completed two consecutive semesters of C.W. Post graduate coursework
3. Students must be registered for a minimum of six credits per semester
4. Student must have a 3.5 cumulative GPA for initial award consideration
5. Award is renewable by semester provided that the student successfully earns credits registered for and maintains a 3.5 cumulative GPA
6. Students exhibiting financial need as determined by the FAFSA will be given first priority.

Students must file the FAFSA annually before March 1. The Financial Assistance Office will then evaluate a student's eligibility for this award on a first-come, first-served basis until funding is exhausted. Students receiving assistantships, teacher credit letters, reduced tuition rates, or any other full or partial University scholarships are not entitled to this award. This award may only be applied to graduate tuition charges for Fall and Spring semesters at the C.W. Post Campus. This award is not applicable to doctoral programs.

Federal Aid Programs

Benefits from all federal programs are subject to legislative changes. All recipients of federal programs must be U.S. citizens or permanent residents. All students wishing to apply for any federal assistance must file the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA annually. Students must maintain satisfactory academic progress.

Federal Work Study/America Reads Program

Criteria: This program provides jobs for full- or part-time students in financial need. Summer employment is also available.

Application: Application is made by filing the Free Application for Federal Student Aid (FAFSA), which can be obtained from high school guidance offices and college financial aid offices or online at www.fafsa.ed.gov.

Amount: Students can earn \$7.15 per hour and above. Average earnings during the academic year range from \$1,500 to \$3,000.

Repayment: None.

Federal Perkins Loan

Criteria: Full-time and part-time students in need may be eligible to borrow for their undergraduate and/or graduate studies. If funding permits, graduate students may be considered.

Application: Application is made by filing the Free Application for Federal Student Aid (FAFSA), which may be filed online at www.fafsa.ed.gov. Eligible borrowers must complete an online Perkins Loan entrance interview and an Electronic Master Promissory Note.

Amount: Annual amounts are determined by the C.W. Post Financial Assistance Office. The total aggregate loan amount for both undergraduate and graduate studies is \$30,000.

Repayment: Repayment begins six months after graduation or when a student stops attending school at least half time (6 credits per semester) at five percent interest. The loan has a special cancellation provision for students employed in specific service jobs.

Federal William D. Ford Direct Loans (subsidized/unsubsidized)

Criteria: These subsidized and unsubsidized loans are available to full- and part-time matriculated students making satisfactory academic progress in a degree granting program. Eligibility for these loans is determined by the C.W. Post Financial Assistance Office. The subsidized loan is based on financial need. The unsubsidized loan is not based on need.

Application: Application is made each year by filing the Free Application for Federal Student Aid (FAFSA). A Direct Loan Electronic Master Promissory Note must be completed as a new Direct Loan borrower. New students must conduct an online entrance interview session before the loan proceeds will be disbursed to their Bursar account.

Web sites:

www.dl.ed.gov <http://dlenote.ed.gov>

Amount: Eligible students may borrow up to the following annual loan limits.

Aggregate Limits: Total undergraduate and graduate combined loan limit: \$138,500. Loan proceeds are disbursed directly to the student's tuition account. Borrowers are charged an origination fee which is deducted from the loan proceeds.

Repayment: Repayment begins six months after the student ceases half-time enrollment (6 credits per semester) and may extend up to 10 years. Loans have a fixed interest rate. There is no interest accrual while the student is in college half-time for subsidized loans. Repayment of interest is required for unsubsidized loans while the student is in school or the interest may be capitalized.

Annual Federal Subsidized Direct Loan Limits

Graduate/Professional: \$8,500

Annual Subsidized & Unsubsidized Federal Direct Loan Limits Combined

Graduate/Professional: \$20,500

Federal William D. Ford Direct Parent Loan Program (PLUS)/PLUS Graduate Loans

Criteria: Degree seeking graduate students enrolled at least half-time may participate. Students must maintain satisfactory academic progress.

Application: The PLUS borrower must complete an electronic PLUS Master Promissory Note. (Web site at <http://dlenote.ed.gov>) New Grad Plus borrowers must conduct an online entrance interview session before loan funds will be disbursed. Loan proceeds are disbursed electronically to the student's tuition account. Any refund due is returned to the PLUS borrower.

Amount: Loans may not exceed the cost of attendance less financial aid. Students who have no adverse credit history as determined by the federal loan servicer may be eligible. The loan interest rate is approximately 7.9 percent. There is no aggregate loan limit. Borrowers are charged an origination fee and insurance fee which are deducted from the loan proceeds before disbursement.

Repayment: Repayment of PLUS loans begin 60 days after the loan is disbursed and may extend up to 30 years depending on amount borrowed.

**A Grad PLUS borrower may receive a deferment while he or she is enrolled on at least a half-time basis.*

Graduate Student Grants, Scholarships and Fellowships Available Through the Federal Government

Jacob K. Javits Fellowships

Criteria: Graduate students in the arts, humanities and social sciences. Applicants should be of superior academic ability. Fellows are selected on the basis of demonstrated achievement and exceptional promise. In addition, applicants must:

1. Be a national of the U.S., or reside in the U.S. and intend to become a permanent resident or be a permanent resident of the Trust Territory of the Pacific Islands or the Northern Mariana Islands;
2. Devote full-time effort to the program for which the fellowship is awarded; and
3. Maintain satisfactory academic progress.

The U.S. Education Department makes awards in conjunction with the criteria by the Jacob K. Javits Fellowship

Web site:

<http://www.ed.gov/programs/iegpsjavits>

Application: Applications can only be accessed electronically on the JFK Fellowship Program Web site noted above. Applications should include information about scholarly honors and awards, narratives describing personal goals and references. Fellows must maintain satisfactory progress and devote themselves to full-time status in the fellowship program.

Amount: One-year stipends are determined in accordance with the fellow's demonstrated level of need. Requests for continuation of support are handled on an annual basis. Financial support is awarded for a maximum of 48 months.

Repayment: None.

New York State Aid

New York State Tuition Assistance Program (TAP)

Full-time graduate students enrolled in 12 credits each semester who meet the income guidelines set forth by New York State may qualify for this state tuition assistance.



The New York State net taxable income ceiling for students who are dependent on their parents or who are married and/or have dependents of their own is currently \$20,000. The New York State net taxable income ceiling for single independent students who do not have dependents is \$5,666. Eligible graduate student may receive awards ranging from \$75 to \$550 per year for up to four years of study to be used for tuition expenses only. Students should file the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov and use the "TAP on the Web" link.

STUDENT AFFAIRS

The mission of the Student Affairs Division is to provide educational and developmental opportunities and services which enhance the quality of life on the Campus, establish a sense of community, and foster the overall maturation and ethical development of each student.

The division provides opportunities which encourages students to take responsibility for their own intellectual, social, emotional and cultural identities. By fostering the ideals of community living – such as cooperation, individual and collective responsibility, and social interdependence – we seek to enhance student's skills in the areas of communication, leadership and teamwork. Inherent in this is the provision of a safe, comfortable and healthy environment in which each person's rights are protected. Finally, the Office of Student Affairs is committed to assisting students to become productive members of society.

The Office of the Associate Provost for Student Affairs is located in the Winnick Administration Building Room 201 and can be reached at (516) 299-2255.

Emergencies

The Office of the Associate Provost for Student Affairs will attempt to locate students in the event of an emergency, call (516) 299-2255 for assistance.

Hillwood Commons

The Student Life and Leadership Development staff administers the Hillwood Commons complex, which is the Campus's principal social, cultural and leisure-time center. The Commons provides a locus for students, faculty, staff and alumni; it is open seven days a week. Designed to accommodate an array of activities, it houses a lecture hall, cinema, multi-purpose room, cafeteria, eatery, bank, lounges, computer labs, Hillwood Art Museum and meeting rooms.

The performing arts complex, Tilles Center, seats 2,220 and is adjacent to the Hillwood Commons Complex.

Information on programs and hours may be obtained by calling (516) 299-2611.

Student Life and Leadership Development

Ideally, an education will fully integrate intellectual, social, recreational and cultural experiences. Through the many student activity organizations at the C.W. Post Campus, students have the opportunity to supplement their formal classroom learning experience. The Student Life and Leadership Development office works closely with the members of the campus community to plan a wide variety of activities. These activities are subject to the guidance of the Student Government Association, the Office of Student Life and Leadership Development and the Division of Student Affairs. Students may participate in the governance of the Campus through these student associations. Additional information is available from the Office of Student Life and Leadership Development in Hillwood Commons at (516) 299-2800.

Residence Life

The Campus provides a comfortable home away from home, an ambience conducive to quiet study as well as active socialization. C.W. Post, through its Residence Life Office, maintains attrac-

tive residence halls for on-campus residents. In keeping with the belief that students should have a hand in choosing their own lifestyles, these facilities offer a variety of alternatives including: coeducational halls; one suite-style residence hall; and one intensified study residence hall.

Each of the buildings is staffed with qualified residence hall directors and resident assistants to aid students.

All student rooms are equipped with essential furniture, dual internet ports, and Cable TV. There are lounges in each building to be used for studying or relaxation.

A variety of meal plans are available to students during the academic year. Any student wishing to reside on Campus must be registered for a Pioneer Living Plan, which includes meals. The cost of a meal plan depends upon the number of meals per day and per week, and the amount of food desired. Limited cooking facilities are available.

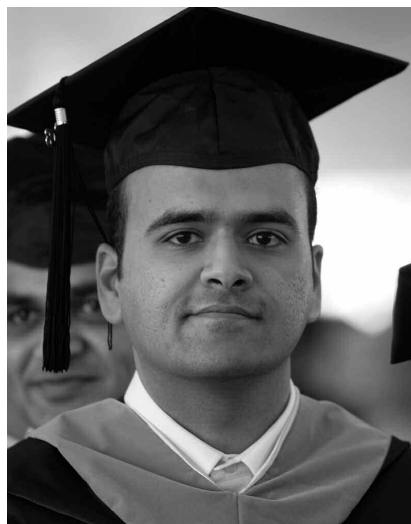
On-campus housing for Graduate students is very limited and applicants must apply by May 1 for the Fall Semester and November 1 for the Spring Semester.

Housing Applications/Deposits

Applications for on-campus housing must be made directly to the Bursar's Office with a deposit of \$300. When there is a waiting list for housing, a student's home residence will be considered. In other words, a student living farther away from campus will have priority. All assignments for Fall housing are made during the Summer, and the Residence Life Office does its best to try to fulfill student requests for rooms.

Students should note that completion of the housing application neither implies nor guarantees an assignment in the residence halls. Notification will be sent from the Residence Life Office on the disposition of each application. All housing contracts are issued for the academic year, and the deposit of \$300 is nonrefundable after July 1 unless the student is on a waiting list.

Students who withdraw from the residence halls during the year will not receive a refund unless granted an exception, as outlined in the contract. C.W. Post reserves the right to ask a student to withdraw from the residence halls



or the meal plan should there be a violation of Campus or housing regulations.

Further housing information may be obtained by calling the Residence Life Office at (516) 299-2326 or e-mail residencelife@cwpost.liu.edu

Student Health and Counseling Services

The Student Health and Counseling Center offers programs to meet both physical and personal needs of all students.

Infirmary

The Infirmary offers students the medical services of an internist, gynecologist and two registered nurses. The Infirmary is open from 8 a.m. to 8 p.m., Monday through Friday. Birth control counseling and information on current illnesses are provided. Medication is available at low cost and treatment is provided at no cost. After Infirmary hours, medical coverage is also provided by certified emergency medical technicians: call (516) 299-2222. The Infirmary is located in Room 154, Pell Hall, Life Science Building and can be reached at (516) 299-2345.

Counseling Services

With a staff of nutritionists, social workers and a consulting psychiatrist, counseling services offers students the opportunity to discuss any of their problems in a confidential manner. The program also offers a number of personal growth and issue-oriented programs. The staff includes graduate interns.

International Student Services

C.W. Post welcomes over 300 new international students each year and provides specific support for their needs. This support is organized into two primary areas. The first is the International Admissions Office staff who respond to inquiries from applicants from other countries. The second area of support is International Student Services which is responsible for advising all current international students through the International Student Orientation (held prior to the Fall and Spring semesters), programs in the Klar Intercultural Student Center, and immigration advising. The Director of International Student Services may be reached at (516) 299-1451, e-mail: iss@cwpost.liu.edu

Immigration Requirements: All new international students must report to ISS during International Orientation or upon arrival at the Campus in accordance with INS regulations. During Orientation, students will meet with their academic counselors to register for appropriate courses. Any graduate student who is in an F-1 status must be enrolled in a minimum of 9 credits each semester. For more information on immigration requirements while on F-1 status, please contact International Student Services at (516) 299-1451.

Scholarship/Employment: C.W. Post provides some limited awards to qualified graduate students. Anyone interested in obtaining additional scholarships must do so through private or home-country government sources. International students are authorized to work on Campus for up to 20 hours per week while school is in session and "full-time" during vacation periods. This work is in academic or administrative offices through assistantships or part-time employment. Information about assistantships and employment opportunities is available through individual academic and administrative departments.

Support/Programs: Apart from advising on the above issues and other individual student needs, the ISS office coordinates social, educational and cultural events in conjunction with several international student clubs. In addition, the ISS office sponsors regular excursions off-campus. For more information, contact the Office of International Student Services at (516) 299-1451, e-mail: iss@cwpost.liu.edu

Students with Disabilities

The C. W. Post Campus of Long Island University is committed to providing accessibility to students with disabilities. The Office of Disability Support Services (DSS), located in The Learning Support Center, assists students in securing the necessary accommodations from academic departments and other offices, if needed.

It is the collaborative effort between the student with a disability, the faculty/staff member, and the DSS Office that best contributes to student success. It is the mission of the DSS Office to ensure that students with disabilities have equal access to all aspects of university life.

The Office of Disability Support Services is committed to providing assistance and advocacy to students with disabilities as well as education for the campus community. All students with disabilities are urged to contact the DSS Office at (516) 299-3057 for additional information.

Public Safety Information

The Department of Public Safety is concerned with the welfare and safety of all members of the Campus community and their guests. The Department serves the campus 24 hours a day, 7 days a week year-round and may be reached by dialing extension 2214 or 2222 for emergencies (add prefix 299 when using outside lines), or Public Safety may be reached from one of the many "blue-light" emergency phones located strategically throughout the Campus. Public Safety Officers are licensed by the State of New York and are trained, certified and registered pursuant to the New York State Security Guard Act. The activities of the Department are enhanced by its close relationship with the Old Brookville, Old Westbury and Nassau County Police Departments. The Department of Public Safety is located in the Facilities Services building at the northeast corner of the Campus.

Security Report

In accordance with provisions of The Crime Awareness and Campus Security Act of 1990, a copy of the C.W. Post Campus of Long Island University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on the Campus; in certain off-campus buildings or property owned by or controlled by C.W. Post; and on public property within, or immediately adjacent to and accessible from, the Campus. The report also includes institutional policies about campus security such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, bias crime and other matters. You can obtain a copy of this report by contacting: Admissions, or the Department of Public Safety C.W. Post Campus, Long Island University, 720 Northern Blvd., Brookville, NY 11548 or by accessing the Public Safety Web site at www.cwpost.liunet.edu/cwis/cwp/stuact/secure/index.html or via e-mail at publicsafety@cwpost.liu.edu.

The statistics are also available by accessing the United States Education Web site at www.ope.ed.gov/security

RESOURCES AND FACILITIES

Library

The B. Davis Schwartz Memorial Library has a large and diverse collection with more than 1.9 million volumes and more than 4,000 periodicals and newspaper subscriptions in its various public service departments.

The library is open 86 hours a week, including evenings and weekends, with special extended hours during final examinations periods. The Library's Web site is located at: www.liunet.edu/cwis/cwp/library/libhome.htm, and has links to thousands of World Wide Web sites of value to researchers.

Most library departments have their own homepage and provide online access to the Library catalog, LIUCAT, the electronic databases, periodical holdings

and the Internet. Computerized access to hundreds of online databases enables users to retrieve bibliographic records and full-text resources in a variety of subject fields. Remote access is being offered for more and more of these databases to Long Island University users.

An intensive instruction program is available to graduate students through class lectures, demonstrations, and orientations. Various classes demonstrating the intricacies of conducting research using all types of sources and formats, including online resources, are offered to the entire Campus community. Library competency education is provided to undergraduates through a seven-session library workshop. The Library collaborates with the English Department to teach Information Literacy.

The collections of all Long Island University libraries (including the Brooklyn, Southampton, Brentwood and Rockland Campuses) are listed in LIUCAT. This computerized network makes information available to faculty and students at all LIU campuses. Books, journal articles and other library materials can be requested through Interlibrary Loan. Materials within the LIU libraries are forwarded by the University courier systems by fax or by mail.

The Reference Services Department is part of the Reference Commons, which includes The Reference Desk; BLISS: Business, Law, and Information Science Sources; Library Instruction Room and the Circulation Reserve. This area is equipped with 30 computers for student use, a quiet study area for students, a group study gazebo, and a copy center.

The Reference collection, with 36,000 volumes of reference and research materials, is particularly strong in the areas of literature and the arts, and has an extensive core of legal resources.

The Center for Business Research was developed through the integration of the former Nassau County Research Library with C.W. Post's existing resources. A broad range of materials, including company directories, international resources, industry data and financial services, make this one of the finest research centers for business students and professionals in the area.

The Library and Information Science resources are primarily used by doctoral, master's and undergraduate degree students in the Palmer School of Library and Information Science. There are

more than 22,000 volumes in this specialized collection, and 270 current journal subscriptions, many of which are available full-text online.

The Government Information Department includes a Federal Depository with more than a half million documents, a New York State Depository, and extensive microfiche collections in criminal justice and education, and specialized print, CD-ROM, and Web-based access to government information.

Current subscriptions to more than 2,500 journals, and a large retrospective collection, are maintained in the Periodicals Department, with print and computerized indexes and databases providing access to the material. While a wide range of academic subjects is included in its holdings, the Department is particularly strong in psychology, education, literature, art and business.

The Instructional Media Center (IMC) is the multimedia resource center of the C.W. Post Campus, with more than 1,500 films, videos, interactive CD-ROMs and a rich variety of other audio-visual resources. The IMC contains equipment, production and preview facilities. Its exemplary collection of curriculum resources for K-12 (teacher resource materials, children's books and textbooks) supports the programs in the School of Education and the Palmer School of Library and Information Science.

The Art Slide Library is a collection of more than 100,000 slides encompassing a vast array of images dating from prehistoric times through the 21st century and represents all forms of art media.

The Special Collections Department contains many notable holdings, such as: the only portion of Eugene and Carlotta O'Neill's personal library that survives as a whole; the William Randolph Hearst art photograph collection; a comprehensive collection, donated by the Theodore Roosevelt Association, of TR's life times, and writings; 5,000 movie posters mainly from the 1940s and 1950s; letters by Henry James to his publisher; the Fine Art Facsimile Editions of the Book of Kells and the Tres Riches Heures of Jean, Duc du Berry; and the developing Winthrop Palmer collection of rare books of Irish and French literature.

The Department also has the archives of Long Island University, especially the C.W. Post Campus, featuring a complete run of the student newspaper, the Pioneer, and the student yearbook, Opticon, as



well as other University documents.

The library is also the home of the School of Education, the College of Information and Computer Science, the Audio-Visual Department, the Office of Information Technology, the Post Library Association and the Hutchins Gallery.

The Christine B. Gilbert Collection of Children's Literature, named in honor of a former professor of the Palmer School, and the American Juvenile Collection, a research collection of fiction and folklore published by American publishers from 1910 to 1960, are also located in the Library.

The Post Library Association, (PLA) a Friends of the Library organization, was founded by Mrs. Carleton Palmer, a former member of the Board of Trustees of Long Island University and a professor of English at C.W. Post. The PLA conducts many cultural and educational programs in the Hutchins Gallery. Alumni and other friends of the University are cordially invited to join the membership.

Through the generosity of the Carleton H. and Winthrop B. Palmer Memorial Fund, an endowment of over \$4 million enables the library to purchase materials in the arts and humanities, supplementing its regular budget for acquisitions and enriching collections immeasurably.

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Office of Information Technology

The Office of Information Technology (IT) is charged with the responsibility of mediating the technology needs for the entire Campus community. IT is responsible for overseeing all network-related activities for the campus facility while supporting the technology-related mission and values within the institution. We serve both the administrative and academic areas of the institution, as well as the students, faculty and staff.

Computer technology enhances communication and expands the opportunities to explore a Web-mediated world. The Campus has approximately 7,000 ports available with more than 1,700 computers for faculty, staff and students. High-speed Internet access is available via an advanced network architecture providing the necessary exchange speed as well as the resiliency we depend on. Multiple Internet Service Providers are used to ensure network stability.

Information Technology supports 26 Campus-wide labs with more than 525 computers for student access. All labs offer free high-speed laser printing and are equipped with the standard office productivity programs. Discipline-specific computer labs located throughout the campus make a number of other well-known software programs available in graphic design, video editing, computer programming and mathematical and statistical manipulations. All students have access to faxing and printing in the Student Technology Centers, where they may also rent a laptop for \$1 a day and seek software and hardware assistance from peer technology assistants. Most classrooms have networked connections available for faculty demonstration including high-resolution overhead digital projectors and screens. To maintain a state-of-the-art environment, hardware and software are routinely upgraded.

The Campus and the University connectivity vision is to provide easy access anytime and anywhere. All of the residence hall rooms are equipped with network connections, which allow quick access to the Internet from a PC. Our Campus was the first in the area to introduce outdoor wireless connectivity on the Great Lawn. In addition, wireless Internet connections are available in many other areas around Campus, including student dining areas.

Every registered student is provided with an E-mail account and access to the My LIU portal, located on the Web at www.liu.edu. My LIU is designed to help students access online information concerning grades, registration, financial aid, e-mail and WebCT accounts, class schedules and job bank listings.

More information is available on our departmental Web site at www.liu.edu/it/cwpost.

Psychological Services Center

The Clinical Psychology Doctoral Program operates the Psychological Services Center (PSC). Located at One Expressway Plaza, Roslyn Heights, New York (about 15 minutes by car from the C.W. Post Campus), the PSC is an independent community mental health facility whose purpose is to provide psychological services to the community and to serve as a training facility for graduate students in the doctoral program. During the four-year residency, each doctoral candidate is required to complete a one-year externship at the PSC. The PSC contains two-way mirrors for observation, a children's room for play therapy, audio and video equipment for recording of supervised cases, conference rooms, and ample office space for testing and therapy sessions.

Digital Art and Design Lab

The School of Visual and Performing Arts Digital and Design Lab, located on the second floor of Humanities Hall, is a state-of-the-art digital art and design facility for students majoring in art, digital art and design, graphic design and photography. The complex of five Macintosh laboratories is fully equipped and includes networked computers, current software packages, digital and video cameras, film and flatbed scanners, and laser printers. Students can create everything from newspaper layouts, fully interactive Web pages to 3D-images and animations in a studio setting.

Music Technology Laboratory

The Music Technology Lab in the Fine Arts Center features 14 computer music workstations, a teaching station, a large screen projection system and a stereo sound system. In the lab, students explore high tech options for composition, theory, recording, and their own projects while taking courses in sequencing, notation, digital audio, ear-training, theory, composition and music education.

Media Arts Labs

Television Facility

The Media Arts Department in the School for Visual and Performing Arts has a television facility that features a state of the art production studio, a professional control room, linear editing and digital editing labs. Computers are equipped with the latest video software. The television facility is also home to PTV, which provides student programming, and feature films to the entire campus. The television facility is located in Humanities Hall room 214.

Journalism Lab and Newsroom

Humanities Hall room 205 serves as a computer laboratory for journalism and public relations students. It is equipped with the latest software for writing, desktop publishing and web publishing. The lab is designed as a professional newsroom with a cable hookup, newspapers, magazines and an AP wire for student use. The Web publication Universal Campus is created in this lab, along with news stories for all campus media outlets.

Jerrold Mark Ladge Speech and Hearing Center

The Ladge Speech and Hearing Center provides evaluation and therapeutic services for children and adults with speech language and/or hearing problems. The Center is fully equipped with the latest instrumentation and materials in speech-language pathology

and audiology. The clinic services are supervised by a full-time clinic director and other supervisors who are ASHA certified and licensed by the State of New York. The Center serves as a training facility for graduate students working toward certification and licensure as speech-language pathologists. Services are available to the community as well as those at C.W. Post at a reasonable fee. For more information, call the Ladge Speech and Hearing Center at (516) 299-2437.

Benjamin and Elizabeth Abrams Communication Center

The Communication Center contains four broadcast facilities all of which are equipped with state-of-the-art digital equipment. These include WCWP 88.1 FM and WebRadio WCWP, as well as production and live performance studios. Broadcasting 24 hours a day, WCWP 88.1 FM, a non-commercial station, is partnered with anchor station WLIU 88.3 FM. Together these stations make up the Long Island University Public Radio Network. During its daytime and early evening hours, WCWP airs WLIU jazz programming and public radio news and information programming such as National Public Radio. In the evening, student-hosted music programming is broadcast on WCWP 88.1 FM.

WebRadio WCWP is a multi-formatted, student-operated learning laboratory for the Media Arts Department as well as for students majoring in other disciplines. WebRadio WCWP can be heard on the Campus cable channel and on the internet via the Long Island University Web page each day during the academic year at www.webradiowcwp.org. The joint mission of WCWP 88.1 FM and WebRadio WCWP is to foster the individual and collective growth of the students and staff while providing programming that serves the needs and interests of the campus and off-campus communities.

Institute for Arts & Culture

The Institute for Arts & Culture was established in 1998 on the principle that engagement with the arts is an indispensable component of higher education. Our mission is to make the art central to the lives of Long Island University students, faculty, and staff, and to enhance the educational and cultural experience of the Campus community. The Institute develops programs using the professional arts resources of Tilles Center and Hillwood Art Museum and serves as a clearinghouse for information on the professional and academic arts activities on campus.

Through the Rose Tilles Encounters with the Arts Program, the Institute coordinates lectures, master classes, workshops and residency activities with visiting artists who, in recent years, include the Tokyo Quartet, Judith Ivey, David Parsons, Edward Villela, Andre Watts, and members of the New York Philharmonic Orchestra.

Tilles Center for the Performing Arts

Tilles Center for the Performing Arts provides C.W. Post with an internationally recognized venue for great performances, featuring the most important classical and popular artists of our time.

The 2,200-seat concert hall, which adjoins Hillwood Commons, is the Long Island home for many of New York City's finest ensembles including the New York Philharmonic, the Big Apple Circus and the Alvin Ailey American Dance Theater. Tilles Center presents nearly 100 performances annually, incorporating every style from classical music, dance and opera to jazz, rock and hip-hop, with many programs designed especially for families and children.

Long Island University students receive substantial discounts on many Tilles programs. The Box Office can provide current schedules and prices at (516) 299-3100 or www.tillescenter.org.

Hillwood Art Museum

Hillwood Art Museum, located in Hillwood Commons, serves as an integral part of the cultural resources at C.W. Post. Each year the Museum features exhibitions accompanied by lectures, demonstrations and symposia to enrich, explain and educate.

Hillwood Art Museum also serves as custodian to the University's Permanent Collection consisting of more than 4,000 objects from ancient Roman glass to contemporary photography. The extensive collection offers opportunities for scholarly research in many areas. The recording, conservation and display of the collection serve as an educational platform for museum assistants interested in pursuing a career in arts management, art history or art education. Students are offered unique opportunities for employment in a professional museum environment.

For more information on exhibitions or educational programs call (516) 299-4073.

COLLEGE OF INFORMATION AND COMPUTER SCIENCE

The College of Information and Computer Science offers graduate programs in information technology education, information systems, library and information science, management engineering, archives and records management, public library management and school media specialist, rare books and special collections. It also offers the Ph.D. in Information Studies, the only one of its kind in the New York metropolitan area. Students have the unique advantage of combining the technical aspect of computer science and information technology (such as programming and software development) with both the professional of information access (human/computer interaction, information retrieval, Internet access, libraries and information services), and with content orientation (digital libraries, information architecture for the Internet, corporate databases and other resources). The College has two divisions: the nationally renowned Palmer School of Library and Information Science and the Department of Computer Science/Management Engineering.

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COLLEGE OF INFORMATION AND COMPUTER SCIENCE OVERVIEW

The College of Information and Computer Science offers degree and certificate programs that prepare students for complementary expertise in computer technology and information management.

The College houses two divisions: The Palmer School of Library and Information Science and the Department of Computer Science/Management Engineering.

The Palmer School, founded in 1959, is nationally recognized for its American Library Association-accredited Master's Degree in Library and Information Science (a distinction shared by only 57 schools in the country), and for its Ph.D. in Information Studies, the only one of its kind in the New York metropolitan area. The Department of Computer Science/Management Engineering has offered cutting-edge computer technology programs for more than four decades. The Management Engineering component offers an intensive program in technical project management. The College's B.S. in Information Management and Technology (ITR), which recognizes the need for an information literate workforce, is one of a new breed of programs that combines information technology, content and delivery.

By combining two divisions of study under one unit, students benefit from a wide range of diverse course offerings, team-teaching opportunities by Palmer School and Computer Science/Management Engineering faculty, and educational training in emerging areas such as digital libraries, information architecture, knowledge management, and enterprise content management. Faculty conduct joint research projects, which are used in classroom teaching.

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Phone: (516) 299-2866

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PALMER SCHOOL PROGRAMS

The Palmer School – a division of the College of Information and Computer Science – offers the following programs: Doctor of Philosophy in Information Studies and the Master of Science in Library and Information Science. The Palmer School also offers two post-baccalaureate Advanced Certificate programs in Archives and Records Management and Public Library Director.

Information Studies – Ph.D.

Program Mission and Objectives

The mission of the Palmer School is to contribute to knowledge in library and information studies through education and scholarship; and to instill in the information professions a commitment to the free flow of information, to service excellence, and to use technology in a socially responsible way.

The specific mission of the doctoral program in Information Studies is to prepare individuals to assume leadership positions in research, teaching and practice. Graduates of the program will contribute to theoretical and operational research in existing and new fields, and will be equipped to fill a documented need for researchers and faculty members in the broad field of information studies.

There is a strong interdisciplinary component throughout the program of study, and at the research and dissertation phases. This provides solutions to the problems of organizing, storing and retrieving vast amounts of information in

databases and other formats that require the combined knowledge of computer scientists, management specialists, educators, psychologists and librarians, and other disciplines.

ADMISSION CRITERIA AND PROCEDURES

Applicants must hold a master's degree which can be in any discipline. Work experience is an asset but is not required. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program. After an initial review of applications, some will be invited to interview. Those who are qualified but cannot be accepted in a given year may be placed on a waiting list or offered a place in the following year's class.

In addition to an application form (available from the Palmer School's office at the C.W. Post Campus), applicants must submit the following materials by February 15 if they wish to begin classes in the Fall Semester:

1. A completed application form.
2. A full curriculum vitae.
3. A statement that explains reasons for wanting to pursue a doctoral degree and outlines the proposed area of study and research.
4. A copy of a publication or a sample of other scholarly writing.
5. Two official copies of all undergraduate and graduate transcripts; including evidence of an earned Master's degree.
6. Three letters of reference.

Admission

All of the following application materials must be received:

1. Completed application form
2. Two copies of official transcripts for all undergraduate and graduate coursework
3. Three letters of recommendation from professional contacts
4. Full curriculum vitae
5. Statement outlining the reasons for pursuing a doctoral degree and a description of the proposed area of study and research
6. Sample of a published work or other scholarly writing

For program information and an application form, contact:

Ph.D. in Information Studies
Palmer School of Library and
Information Science
C.W. Post Campus
Long Island University
720 Northern Boulevard
Brookville, NY 11548-1300
Telephone: (516) 299-2866
Fax: (516) 299-4168
E-mail: palmer@liu.edu

CURRICULUM

The Ph.D. program requires 48 credits of coursework beyond a master's degree, plus a minimum of 12 credits at the dissertation stage. In addition, students must successfully pass a comprehensive examination, a dissertation proposal defense and a dissertation defense. The statutory limit for completion of all degree requirements is five years after a student passes the qualifying examination. Normal progression through the program will be as follows:

1. Required doctoral level courses (12 credits)
2. Elective coursework (36 credits)
 - a. Elective doctoral-level courses (18 credits minimum)
 - b. Elective related master's-level courses (0-9 credits) or independent study
 - c. Elective co-related courses (9 credits)
3. Comprehensive examination
4. Dissertation proposal preparation
5. Dissertation proposal defense
6. Dissertation research
7. Dissertation defense
8. Graduation

Required Courses (12 credits)

Area/Content Courses (6 credits)

DIS 801 Information Access and Systems (3 credits)
DIS 803 Information Studies and Services (3 credits)

Research Methods Courses (6 credits)

DIS 805 Research Methods I (3 credits)
DIS 807 Research Methods II (3 credits)

These four courses must be taken in the first year of study with two courses required in the first Fall semester and two courses required in the first Spring semester.

Elective Courses (36 credits total)

Doctoral Level Electives – Minimum of 18 credits from the following:

DIS 810 Knowledge Organization
DIS 812 Information Retrieval
DIS 815 Information Systems: Theories, Paradigms, and Methods
DIS 816 Human Computer Interaction
DIS 820 Information Policy and Services
DIS 822 Information and Society
DIS 826 Organizational Information Management

There are no distribution requirements between the two main areas of study. Doctoral students may take any of the above as doctoral-level electives, but they must pass the comprehensive examinations in both areas since one of the objectives of the program is to produce individuals with a broad understanding of the field. It is expected that students will take electives that complement their own strengths and experience.

Electives from related doctoral/master's level courses (0-9 credits)

The distribution of electives between related courses and co-related courses is flexible and will be determined by students in conjunction with the major advisors and possibly the external advisors. Prior education, experience and research plans will be considered in making decisions about what is to be taken in the field of information studies and in co-related areas. Students may choose additional electives from the doctoral courses above or take DIS 899-Independent Study or LIS 901 Special Topics. DIS 899 Independent Study requires an application (contact the Palmer School for a REQUEST FOR INDEPENDENT STUDY form) that is approved by the major advisor, the faculty member who will supervise the independent study, the Doctoral Committee, and the Dean. Advanced master's courses at the 700 level in the Palmer School can also be used to satisfy the related elective requirements.

Electives from co-related courses (9 credits)

Students must identify a co-related field of study outside the field of Information Studies and prepare to answer a question in that area on the comprehensive examination. These courses must be graduate courses at the doctoral-level or master's courses approved as appropriate for doc-

toral-level study. They may be taken at the C.W. Post Campus or at other institutions. The selection of courses in the co-related area must be approved by the major advisor in advance of registration.

If the courses are taken outside of Long Island University after a student is admitted to the Information Studies doctoral program, the "Permission to take Courses at Another Institution" form must be completed in advance of registering for the course. It is submitted to the major advisor who processes it through the required levels of approval.

At the C.W. Post Campus, students have the opportunity to select co-related, doctoral-level courses in the Clinical Psychology Doctoral program, subject to the approval of the Major Advisor and the Director of the Psy.D. program.

In addition, there are master's-level courses available in the College of Liberal Arts and Sciences, School of Education, College of Management, School of Health Professions and Nursing, and the School of Visual and Performing Arts that can be used as co-related electives by doctoral students in Information Studies. While some of these master's-level courses have been reviewed by the Palmer School faculty in prior years, approval of actual courses as co-related electives is done in the semester before the courses are taken. Current syllabi for these courses must be obtained and reviewed by the student's major advisor before they can be approved as a co-related course.

Academic Policies

After acceptance to the Ph.D. program, each student are given a handbook that outlines the academic policies that apply to them throughout their course of study until completion of the program.

Library and Information Science – M.S.

The Master of Science in Library and Information Science is registered with the New York State Education Department at the C.W. Post Campus and in the Borough of Manhattan. Selected M.S. courses are offered at Long Island University's Westchester Graduate Campus in Purchase (Westchester County), New York and Brentwood Campus on Long Island. The M.S. degree program is accredited by the American Library Association.

Required Courses (15 credits)

LIS 510 Introduction to Library and Information Science
LIS 511 Information Sources and Services
LIS 512 Introduction to Knowledge Organization
LIS 514 Introduction to Research in Library and Information Science
LIS 690 Internship

Electives (21 credits)

An additional 21 credits of electives can be taken from a broad array of courses that are tailored to suit individual career objectives.

Manhattan Program

Master's courses have been offered in Manhattan since 1986. Since the Fall of 1993, the Palmer School has had its base of operation in Manhattan in the New York University Bobst Library (70 Washington Square South) where the Palmer School has offices and classrooms. Students registered for courses in Manhattan are given access cards and borrowing privileges at the Bobst Library. Courses may be offered at other sites in Manhattan depending on the nature of the course and its needs.

Westchester Program

The Palmer School offers selected master's courses toward the M.S. degree at Long Island University's Westchester Graduate Campus in Purchase (Westchester County), New York. The Westchester Graduate Campus is served by bus from the White Plains Metro North Station and is easily accessible by car from several major highways. M.S. students in the Westchester program must take three credits at the C.W. Post Campus or at the Manhattan location.

Archives and Records Management Advanced Certificate

This certificate program is only offered as part of the M.S. in Library and Information Science or as a separate post-M.S. certificate. In order to attain this certificate, students must complete the program in Library and Information Science or must hold a previously completed master's degree.

Since all types of institutions create and maintain records, there are career opportunities for both archivists and records managers in a variety of settings such as corporations, government agencies, libraries of all types, museums, historical societies, and nonprofit organizations and associations.

Admission

Students who wish to obtain a certificate concurrent with the M.S. degree must comply with admission criteria and deadlines for the Master's program. For admission to the Archives and Records Management program only, applicants must submit:

- a graduate application
- two copies of an official transcript indicating completion of a Master's Degree program
- two letters of recommendation

Program Requirements

The Certificate in Archives and Records Management encompasses 18 credits, of which nine are in required courses:

LIS 520 Records Management I
 LIS 714 Archives and Manuscripts
 LIS 690 Internship

Students may choose an additional nine credits from a variety of electives that are tailored to suit individual career objectives, including:

LIS 657 Introduction to Preservation
 LIS 713 Rare Books & Special Collections Librarianship
 LIS 721 Appraisal of Archives and Manuscripts
 LIS 722 Records Management II: Electronic Records
 LIS 763 Metadata: Description and Analysis
 LIS 765 Knowledge Representation
 LIS 770 Information Storage and Retrieval

School Library Media Specialist (SLMS) Program

A candidate for admission to the Palmer School must have a baccalaureate degree from an accredited institution of higher education. Undergraduate or graduate preparation must include a concentration in one of the liberal arts and sciences, which will include English, mathematics, science, social studies, and at least one year of study in a language other than English. All students entering the School Media Program will be subject to a Transcript Evaluation to determine whether or not they meet the requirements set forth by New York State Department of Education.

Certification

The SLMS specialization has the following required courses in addition to the CORE courses for students entering the program with NYS Teacher Certification or equivalent:

LIS 620 Instructional Design & Leadership (EDU 980)
 LIS 622 Management of the School Media Center (EDU 981)
 LIS 626 Teaching Methodologies for the School Media Center
 LIS 628 School Media & Materials in the Curriculum
 LIS 629 Integrating Technology into the School Media Center
 LIS 690 Internship/Student Teaching

Also one of the following:
 LIS 729 Young Adult Sources and Services
 LIS 731 Materials & Services for Early Childhood
 LIS 733 Children's Sources & Services

Students entering the program without New York State Teacher Certification or equivalent will be required to take this education course in addition to the above requirements:

EDS 610 Literacy, Teaching, and Learning, Birth-Grade 6 (or equivalent with School Media Director's permission).

To qualify for provisional New York State Certification as a School Media Specialist, students must also complete or obtain the following:

1. A two-hour child abuse seminar
2. Violence prevention workshop
3. Qualifying scores on LAST/ATS-W and CST exams
4. New York State fingerprinting

Following two years of successful employment in a school library media center, a candidate may apply to the state for professional certification.

Rare Books and Special Collections Concentration

The Palmer School offers a concentration in Rare Books and Special Collections as part of the American Library Association-accredited M.S. in Library and Information Science program. The program is designed for students intending to pursue careers in research institutions and the book trade and for those collectors and scholars interested in this material. Students develop proficiency in rare book curatorship, archival techniques, the history of the book, rare book cataloging, preservation, and exhibition planning. They become acquainted with major collections through field trips and internships, and will have opportunities to meet experts in this area. The program will make extensive use of the rich rare books and special collections libraries in the greater New York area. Specialized courses in book history are offered, and courses relevant to this concentration may also be selected from the Palmer School's certificate program in Archives and Records Management. All courses will be available in Manhattan, although students may take basic requirements at other Palmer School locations.

Students pursuing this concentration receive a letter of recognition when they complete their courses. To qualify, students must take four courses in this area: Rare Book and Special Collections Librarianship (LIS 713), one course in the history of the book, and two of the following courses:

LIS 603 Humanities Sources and Services
 LIS 657 Introduction to Preservation
 LIS 662 Library Public Relations
 LIS 714 Archives and Manuscripts
 LIS 763 Metadata: Description and Access
 LIS 773 Comparative Bibliography
 LIS 901 Special Topics (with a rare books and/or special collections focus)

Courses in web design and digital libraries are strongly recommended even though they do not count toward the concentration per se.

Students may take up to two 2 courses in the University of Virginia's Rare Book School as part of this concentration. This option must be approved by the Palmer School before the student enrolls in the RBS program.

For more information, contact the Palmer School Manhattan at (212) 998-2680, e-mail palmer@cwpost.liu.edu or visit www.liu.edu/cwpost/palmer

Public Library Administrator's Certificate Program

The Public Library Administrator's Certificate Program consists of five courses that carry graduate academic credits and culminate in an Advanced Certificate in Public Library Administration recognized by the New York State Education Department. The Public Library Administrator's Certificate is offered in partnership with regional library organizations in a variety of locations. Students must complete five specific courses (LIS 700-704). Admission is made through the partnering library organizations in cooperation with the Palmer School and the Long Island University School of Continuing Education and Professional Studies. This program is open to librarians with a minimum of two years professional experience, and has been designed to:

- Provide a solid management education program for public library administrators
- Update librarians on new management principles and organizational structures
- Integrate these concepts and illustrate their practical application within the public library setting

- Explore current issues and trends in public library management and improve leadership skills within the workplace
- Provide a forum where important management issues germane to public librarians can be discussed in light of the theoretical constructs covered with this program

Admission

The Public Library Administrator's Certificate is only offered as a post-MLS program. Students must complete five specific courses (LIS 700-704). These courses are offered as full three-credit graduate offerings or one-credit "certificate only" courses. For admission to the program applicants must submit the following:

Graduate application form

- Two copies of official transcripts from a recognized MLS program
- Two letters of recommendation

Although not required, applicants may be asked to come for an interview.

For more information on admission to the program contact: Gerald Nichols at (516) 299-2867 or via e-mail gerald.nichols@liu.edu.

Program Requirements

The certificate in Public Library Administration encompasses five required courses. Students may elect to take the courses for one or three credits. The same level of effort is required however only three-credit courses are eligible for transfer to other graduate-level programs:

LIS 700 Principles of Public Library Organization and Management
 LIS 701 Seminar in Legal Issues and the Regulatory/Governance Environment of the Public Library
 LIS 702 Human Resources Administration in the Public Library
 LIS 703 Financial Management of Public Libraries
 LIS 704 Public Library Facilities, Automation Systems and Telecommunications

Dual-Degree Program with New York University

Our new dual-degree program provides a student with two Master's degrees, an MSLIS from The Palmer School and an M.A. from the Graduate School of Arts and Science (GSAS) at NYU. GSAS offers 48 programs in 200 fields of study.

The purpose of this new program, approved by the New York State Department of Education in May 2006, is to produce subject specialists and scholar-librarians for academic and research institutions and the information industry. Students take 13 fewer credits in the dual-degree program than if they took each Master's separately. An important part of this program is a specially designed mentorship program with NYU Libraries' library subject specialists. Mentors stay with the student from the beginning until the end of the degree.

Requirements

The Palmer School part of the program requires 28 credits

Four core courses for 12 credits:

LIS 510 Introduction to Library and Information Science
 LIS 511 Information Sources and Services
 LIS 512 Introduction to Knowledge Organization
 LIS 514 Introduction to Research in Library & Information Science

Mentorship for 4 credits (includes an internship program)

4 Electives for 12 credits

NYU's GSAS program requirements can be found on their Web site - www.nyu.edu. Students are advised to speak with a director of graduate study in the department where they plan to apply before they complete their GSAS application.

After completing 12 credits at NYU and after completing 12 credits at Palmer, students in the dual-degree program will:

- transfer eight credits from their NYU program to complete the dual-degree requirements for Palmer.
- transfer nine credits from their Palmer program to complete the dual-degree requirements for NYU.

Students are responsible for applying for this transfer of credit and should do so once 12 credits are completed at either institution.

Specialization

Within the dual-degree program, students can complete a concentration in rare books or archives or a more general MSLIS with elective courses in information technologies, subject reference and organization of information.

Please note: Because the School Library Media Specialist program has a minimum of six mandatory courses in addition to the core courses, it is not part of the dual-degree program.

M.S. Admission Requirements and Procedures

In addition to the graduate application form, applicants for admission to the Master of Science in Library and Information Science program in the Palmer School must submit the following documents to the C.W. Post Graduate Admissions Office, even if all or most of the courses will be completed in Manhattan:

1. Two copies of an undergraduate transcript with a cumulative grade point average of 3.00, or equivalent, in a bachelor's program or in the last two years of such a program. Applicants who will not have completed their degrees before admission deadlines should submit a transcript without the final semester's grades. Such applicants may be accepted pending receipt of their final transcripts.
2. Official transcripts from all other institutions attended, including other graduate programs.
3. Applicants whose undergraduate average is below a 3.00 will be required to submit the results of the Graduate Record Exam or Miller Analogies Test taken in the last five years. Students already holding a master's degree or who can show successful completion of coursework in graduate school will not be required to take the GRE or MAT exams.

4. Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
5. A current resumé, including an e-mail address
6. A written statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words)
7. Students for whom English is a second language must submit results of a TOEFL test on which a score of over 550 has been achieved

Conditional Admission

Applicants who do not meet the above minimum criteria may be considered for admission as limited matriculants if potential for success in the program and the field can be confirmed by one or more of the following:

1. An unusually high score on the Graduate Record Exam, the Miller Analogies Test, or another comparable graduate test
2. A documented record of extensive and successful experience in the field
3. Evidence that an applicant with an inadequate grade point average has attained the level of maturity and dedication necessary to pursue study at the master's level
4. Exceptional letters of recommendation from supervisors and/or professionals in the field
5. A personal interview by a faculty member or the Dean

Conditional Admission for Exceptional Applicants without Bachelor's Degrees

1. GRE or MAT scores – 90 percentile or higher
2. Minimum 10 years experience in the field in progressively responsible positions
3. Substantial scholarly essay on a topic of choice, but dealing with some aspect of library and information science
4. Detailed goals statement with emphasis on the expected future contribution of the candidate to the profession
5. Exceptional letters of recommendation from supervisors and professionals in the field
6. Successful personal interview with the admissions committee and other faculty members

Application Forms

Graduate application forms can be obtained from the Admissions Office, Long Island University, C.W. Post Campus, 720 Northern Blvd., Brookville, New York 11548-1300, (516) 299-2900. Applicants wishing to study at the Westchester Campus should obtain application forms from the Long Island University Westchester Graduate Campus, 735 Anderson Hill Road, Purchase, New York 10577, (914) 251-6510. International students should request an international application form. Students can access an on-line application at www.liu.edu/postapp.

Advanced Certificate Program Admission

For admission to the 18-credit certificate program in Archives and Records Management or the 15-credit Advanced Certificate in Public Library Director, applicants must submit the following:

1. Graduate application form
2. Two copies of official transcripts from an undergraduate degree program and all other higher educational institutions attended
3. Two letters of recommendation
4. Although not required, applicants may be asked for a personal interview

M.S. Academic Requirements and Policies

Residency

The time limit for completing the M.S. is five years from the date of first matriculation. It is expected that each student has continuous registration over successive semesters, excluding the Summer session. (See also the Leave of Absence Section.)

All students enrolled in the M.S. program in Westchester are required to register for at least three credits at the C.W. Post Campus or at the Manhattan Campus.

Transfer of credits

Graduate courses taken elsewhere may be credited toward the M.S. offered by the Palmer School. Permission to transfer credits from another institution should be requested at the time of admis-

sion. Courses must have been completed within the past five years, and must be graduate level-courses in which the student achieved a grade of B or better. Transfer is normally limited to six credit hours. The courses may not have been applied toward another degree. Transfer credits for courses in cognate disciplines will be considered, but must be relevant to the student's plan of study.

A student may apply for transfer credits by writing to the Dean of the Palmer School and enclosing copies of the course syllabus, catalog description and proof of successful completion of the course(s), along with a letter of justification.

Transfer credits are not recorded on the transcript until a student has successfully completed 15 credit hours at Long Island University.

Transfer Limitations

Students wanting to meet certification requirements for School Media Specialists in New York State may have additional limitations on transfer of credits and should consult the academic counselor or their faculty advisor before applying for transfer of credits.

For the certificate program, students may apply for transfer of a maximum of three credits.

The faculty reserves the right to deny transfer of credits for cognate courses if they put at risk a student's ability to achieve those competencies required to complete the school's Master's degree program. Work experience will not be considered as a waiver for LIS 690 Internship.

Cognate Courses

Students have the option of taking up to six credits in other disciplines. These elective courses may not only be used toward another degree, but also must fit with the student's plan of study, and must be graduate-level courses. Cross-listed courses (LIS and another program) count as LIS courses, not as cognate electives.

The approval of the faculty advisor and the Dean must be obtained before registration in courses outside of the school.

Academic Performance

A "B" average (or a cumulative grade point average of 3.00 on a 4.00 scale) or better and continued attendance are required for maintenance of matricula-

tion status. Grading is according to the letter grades used for all Long Island University graduate programs as follows:

A	(4.00)
A-	(3.67)
B+	(3.33)
B	(3.00)
B-	(2.67)
C+	(2.33)
C	(2.00)
F	Failure to achieve minimal competencies (0.00)
W	Withdrawal from course without penalty
I	Incomplete. (Granted at the discretion of the instructor in cases of emergency or hardship. Incomplete work must be finished before the end of the next semester (excluding Summers) or the student may not be permitted to register for further courses.)

Instructors establish policy about late penalties for individual assignments and whether or not tests can be made up. Instructors are responsible for including a statement about the consequences of incomplete/late work in the syllabus for each course.

Cognate courses taken in other faculties or schools must meet the Palmer School's grading standards.

Academic Conduct

Academic irregularities or dishonesty, such as plagiarism and cheating, may result in an automatic failure in a course and dismissal from the program.

Unsatisfactory Performance

In the M.S. program, a student whose cumulative grade point average falls below 3.00 at any time in the program may lose matriculation status and be dismissed from the program. An "F" grade in any course may result in immediate dismissal from the program. Students with two "C" or "C+" grades will be referred to the Dean for review.

Students who wish to challenge a final grade in a course may do so by first appealing to the instructor for a review. If the matter is not resolved, the student, in accordance with University procedures, may appeal in writing to the Dean of the Palmer School for a hearing on the matter. The hearing may be with the Dean or a committee of the faculty or both.

In a certificate program, one grade of "C" or "C+" will result in a review.

Leave of Absence

If a student is unable to attend for a semester and wishes to continue under the requirements in effect when first admitted, a leave of absence must be requested in an interview with the Dean, or a representative, or by letter if an interview is not possible. If the leave of absence is approved, it must be recorded with the School's office before the beginning of the academic semester. (See the beginning of the bulletin for a full explanation of this process.)

Violations of Academic Policy

Violations of academic policy are a serious matter that also touch upon professional ethics. The following process indicates how violations of academic policy are handled within the Palmer School:

- Allegations of violation of academic policies will be referred to a special committee of the faculty. Anonymous allegations will not be considered. The Committee will meet one or more times to discuss the matter.
- The student accused of violating academic policies must be advised in writing by the chairperson and invited to a meeting of the Committee. The letter must indicate the purpose of the meeting and the procedures followed in investigating the alleged violation.
- The student must have the opportunity to question the person who brought the allegation to the Committee. The Dean may not be present at this meeting since he or she is part of a subsequent appeal process.
- The Committee will forward its conclusion and recommendation in writing to the Dean. The recommendation will be one of the following: expulsion, suspension (for a specified period), a memorandum in the student's file, or no action.
- The Dean will convey the recommendation to the student and advise the student that he or she has 30 days in which to appeal the decision before it becomes final.
- If the student chooses to appeal, he or she must do so in writing within the 30-day period.
- In the case of an appeal, the Committee and the student will forward all relevant information to the

Dean. The Dean may consult with the entire faculty before making a decision.

- The Dean will make a decision and send it to the student in writing.
- Within the Palmer School, there is no appeal beyond the Dean. Students may choose to exercise additional appeal rights through the C.W. Post Campus and Long Island University levels.

Academic Status

All students admitted to the M.S. program will be classified as follows:

- **Matriculant** – A student who has successfully satisfied all admission requirements and has been officially accepted into the M.S. degree program.
- **Limited Matriculant** – A student who plans to matriculate, but has not met all admission requirements. These deficiencies must be removed by the time six credits have been completed. When this is done, the student is reclassified as a matriculated student. Students may also be admitted as limited matriculants if there is a question about their ability to do work at the master's level. These are normally reviewed after completion of six credits or the first semester, whichever comes first.
- **Non-Matriculant** – A student who has a master's degree in library science and is seeking certification or a student who is seeking to update skills.
- **Personal Enrichment** – A student who is interested in taking courses to explore the program or a career in the field. Students in this status may take up to six credits. A bachelor's degree is required.

Personal Enrichment

Applicants with a bachelor's degree or higher may, with permission from the Dean, take master's-level courses for personal enrichment purposes. To take courses on this basis, students must:

- Send a "Personal Enrichment/Visiting Student" application form to the Palmer School, along with a \$30 application fee; and,
- Send a copy of a transcript or other proof that their degree has been completed satisfactorily
- Acceptance as a personal enrichment student does not constitute acceptance into a degree or certificate program. Enrollment is limited to a maximum of six credits. To take courses after six credits, a regular graduate application

must be completed and accepted according to policies established by Long Island University as outlined in the Graduate Bulletin. Credits taken for personal enrichment are not automatically applied to subsequent degree or certificate programs in which a student may register, but may be taken into consideration by the School.

Visiting Students

Students enrolled in other graduate programs may take courses in the Palmer School provided that they:

- Complete and submit a "Personal Enrichment/Visiting Student" application form to the Palmer School, along with a \$30 application fee; and,
- Provide proof that (a) he or she is a student in good standing at another master's program in library and information studies or related field; and (b) his or her faculty advisor/dean approves of the courses, if they are to be used as transfer credits.

Acceptance as a visiting student does not constitute acceptance into a degree or certificate program. Enrollment is limited to a maximum of six credits. To take courses after six credits, a regular graduate application must be completed, and accepted, according to policies established by Long Island University as outlined in the Graduate Bulletin. Credits taken by visiting students are not automatically applied to subsequent degree or certificate programs in which a student registers, but may be taken into consideration.

Advanced Graduate Courses

Individuals who already have a master's degree in library and information studies or related fields may register to take courses in the Palmer School to update and expand their knowledge, and to undertake in-depth study of a specific subject. Such individuals have no limitations placed on the number of credits they may take. Courses may be taken for credit or audited. To register, students in this category must:

- Complete and submit a regular graduate application form requesting non-matriculated status to the Palmer School, along with a \$30 application fee; and,
- Provide proof (a photocopy is sufficient) that they hold a master's degree as outlined above.

Acceptance into advanced coursework does not constitute acceptance into a degree or certificate program. There is no limit to the number of credits that can be taken. Should individuals subsequently apply for admission to a degree or certificate program, the credits taken are not automatically applied to subsequent degree or certificate programs.

Student Associations

The Palmer School has a number of student associations and groups for students who wish to become participants in professional groups while attending school. The Palmer School Student Association provides educational meetings and seminars and serves as a liaison between the student body and the Palmer School faculty. In addition, the School has active student chapters of the American Library Association and the American Society for Information Science. Membership in these groups is open to all Palmer School students.

Course Descriptions

Courses in the 500 series are open to upper level undergraduates, provided prerequisites are met or instructor's permission is granted. Upper level (700) LIS courses are open to master's and Ph.D. students. 800 level courses are only for doctoral students. The scheduled frequency of course offerings (in italics) applies to the C.W. Post Campus only. There may be special fees for some courses.

M.S. Courses

Required

LIS 510 Introduction to Library & Information Science

Overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings, and current issues and trends. *Each Semester, 3 credits*

LIS 511 Information Sources and Services

Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information

services, evaluation and measurement of sources and services, and information seeking processes and behaviors.

Each Semester, 3 credits

LIS 512 Introduction to Knowledge Organization

Basic principles of bibliographic control. Emphasizes understanding the function of catalogs, indexes, bibliographies, Web-browsers and acquiring the ability to use and interpret these tools effectively. Introduction to bibliographic utilities, online catalogs and indexes, World Wide Web, metadata and the Dublin Core, MARC formats, Anglo-American Cataloguing Rules, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, Library of Congress Classification.

Pre- or corequisite: LIS 510

Fall and Spring Semesters, 3 credits

LIS 514 Introduction to Research in Library and Information Science

Theoretical and applied research design, methodologies, and evaluations in library and information science. Review of existing research in the field, techniques of proposal preparation, and design of instruments used in the field.

Pre- or corequisite: LIS 510

Each Semester, 3 credits

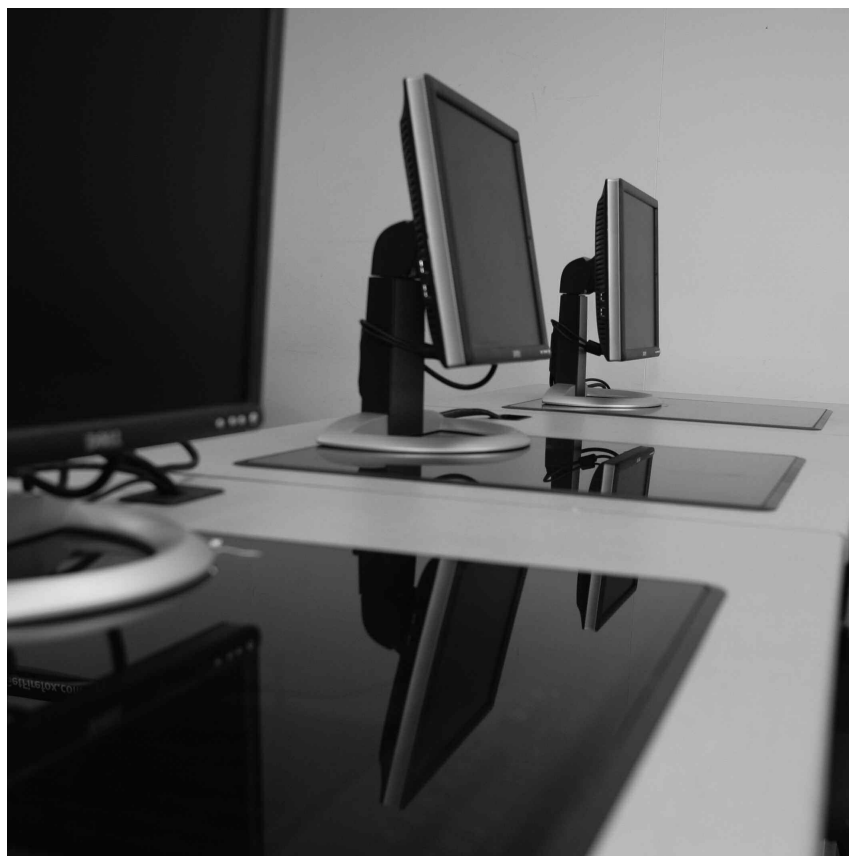
LIS 690 Internship

120 hours (or a combined 40 days at two school sites for school media students) during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objectives, and enhance their skills, competencies, and abilities. For students with extensive library experience, LIS 695 (Master's Project) is available as an alternative to the internship, with permission from the student's advisor and Dean.

Prerequisites: LIS 510, LIS 511, LIS 512, LIS 514, and most electives.

LIS 620, LIS 622, LIS 626, LIS 628, and LIS 629 are prerequisites for SLMS students without New York State Teacher Certification. There may be additional prerequisites.

Check with your academic or faculty advisor.
Each Semester, 3 credits



Electives

LIS 508 Technology for Information Management

A comprehensive introduction to digital and communications technologies as the underpinnings for information storage and retrieval systems. These include the theory of digital representation of information (text, graphical images, and sound), the inter-relationship of hardware, operating system software and applications software in stand-alone systems, and extensions of these in networked environments.

Each Semester, 3 credits

LIS 513 Management of Libraries and Information Centers

Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.

Pre- or corequisite: LIS 510

Fall and Spring Semesters, 3 credits

LIS 520 Records Management I: Fundamentals

Introduction to the systematic management of business records. Topics covered include: inventorying records, preparation of retention schedules, space management for inactive records, micrographics, protection of vital records, and file organization concepts.

Fall, 3 credits

LIS 603 Humanities Sources and Services

A study of the nature of the knowledge, historical development, research, and publications in the humanities. Includes the identification and evaluation of bibliographic, reference, and selection sources in philosophy, religion, language, fine arts, minor and applied arts, performing arts, music, and world literature.

Prerequisite: LIS 511

Spring, Every Second Year, 3 credits

LIS 604 Science and Technology Sources and Services

A study of the background, trends, terminology, and notable publications in the physical and biological sciences, engineering, and technology. Special consideration is given to the forms taken by scientific literature, bibliographic, selec-

tion, and reference sources. The needs of the user of various types of libraries are emphasized.

Prerequisite: LIS 511

On Occasion, Every Second Year, 3 credits

LIS 605 Social Science Sources and Services

An examination of trends, terminology, and notable works in history, geography, political science, law, education, psychology, economics, business sociology, anthropology, and social sciences. A consideration for the form taken by social science literature. A study of bibliographic, reference, and selection tools in print and electronic formats.

Prerequisite: LIS 511

Fall, Every Second Year, 3 credits

LIS 607 Health Science Sources and Services

Examines health science reference tools, both print and electronic. Includes study of the National Library of Medicine, and health science professional organizations and their publications. Specific attention is given to access to Medline through PubMed. The literature and resources for consumer health information, medical terminology and Internet resources will be explored.

Prerequisite: LIS 511

On Occasion, 3 credits

LIS 608 Legal Sources and Services

Provides an overview of the tools and techniques of legal research. Students are introduced to the structure and processes of the three major components of the legal system in the United States: common law, statutes, and administrative law. Sources of foreign and international law are examined.

Prerequisite: LIS 511

On Occasion, Every Second Year, 3 credits

LIS 609 Business & Economics Sources & Services

Examines business and economic fields, their literature and research, and the various settings and environments of business and economic research for the U.S., with some attention to international needs. Includes collection development and services, general reference sources, statistical, bibliographic, government documents, periodicals, associations, etc., in print and electronic form, and techniques for using them. Also covers specific client groups, ethics, management, and current issues.

Prerequisite: LIS 511

On Occasion, 3 credits

LIS 618 Online Information Retrieval Techniques

A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. The emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. The course will include the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources. Instructional methods include lecture, online demonstrations, and hands-on training.

Prerequisites: LIS 510, LIS 511, LIS 512 or instructor permission

Each Semester, 3 credits

Special Fee Required

LIS 620 Instructional Design and Leadership (Same as EDU 980)

Examines the curriculum consultant and instructional leadership roles of the school media specialist. Attention is given to the history of curriculum design and delivery systems, and opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy objectives and staff development strategies. Presentation and discussion of appropriate techniques dealing with students having special needs and disabilities and accommodating inclusion children in the library media center. Collaborative, interdisciplinary approaches are emphasized. For information specialists, supervisors, administrators, and others involved in the teaching/learning process. There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).

Prerequisites: LIS 510, LIS 511 or instructor permission

Each Semester, 3 credits

LIS 622 Management of the School Media Center (Same as EDU 981)

An examination of developments in the principles and strategies for managing information and school information centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning, including examination of facilities for persons with disabilities and special needs. There will

be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).

Prerequisites: LIS 510, LIS 511, LIS 512 or instructor permission

Each Semester, 3 credits

LIS 626 Teaching Methodologies for School Media Specialists

This course will present teaching strategies important for the school media specialist in the school library information center "classroom." Learn and practice techniques for using the school information center as a vital part of the instruction occurring within the school. Lesson planning, questioning strategies and hands-on practice with important educational trends are integral components of this course.

Prerequisites: LIS, 510, LIS 511, LIS 512, LIS 620, LIS 622 or instructor permission

Spring, 3 credits

LIS 628 School Media Materials and the Curriculum

Survey of nonfiction resources in support of the subject content areas in the modern school curriculum, including non-fiction materials covering persons with disabilities and special needs. Attention is given to new developments in the curriculum, with emphasis on the whole language approach as it relates to the selections and use of library materials. There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).

Prerequisites: LIS 510, LIS 511, LIS 512, LIS 620, LIS 622 or instructor permission

Each Semester, 3 credits

LIS 629 Integrating Technology into the School Media Curriculum

Students will examine software, hardware, Internet utilities, and Web sites to see how curriculum and technology facilitate learning in the school media center; and explore the ways hardware and software should be integrated into the curriculum, including examination of age-appropriate material for children with disabilities and special needs and use of adaptive technology. There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).

*Prerequisites: LIS, 510, LIS 511, LIS 512, LIS 620, 622, or instructor permission
Each Semester, 3 credits*

LIS 650 Passive Web Site Architecture and Design

This course introduces students to the fundamentals of designing, building and maintaining passive Web sites. Passive Web sites are those that do not change appearance as a result of user interaction. Students will learn and apply Web site technologies such as XHTML (the Hypertext Markup Language using XML syntax) and CSS (Cascading Style Sheets). Students will be introduced to the Web site architecture and Web site design literature as far as they are relevant for passive Web sites. Some fundamental aspects of the web such as http and URLs will also be addressed.

Prerequisite: good computer skills

On Occasion, 3 credits

LIS 651 Active Web Site Architecture and Design

This course introduces students to the fundamentals of designing, building and maintaining active Web sites. Active Web sites are those that do change appearance as a result of user interaction. For example, the user may point the mouse at a picture and the picture changes. Or the user may file a request using a form and a response is given by the server. Students will learn and apply server-side technologies such as PHP (the PHP Hypertext Processor) and client-side technologies such as Javascript. Students will be introduced to the Web site architecture and Web site design literature as far as they are relevant for active Web sites.

Prerequisite: LIS 650

On Occasion, 3 credits

LIS 657 Introduction to Preservation

An introduction to the principles and practices of library and archives preservation. Current preservation methods, national, regional, and local preservation efforts, the history of preservation, and disaster planning and recovery will be examined.

Fall, Every Second Year, 3 credits

LIS 658 History of the Book

Students in this course become acquainted with recognized icons of the western book and with theoretical approaches to interpreting "the book" in its broadest sense. They gain first-hand experience with the intellectual tools of the book historian's trade including vocabulary, bibliography in its various manifestations, sources, and major collections and related bibliographic institutions.

Prerequisite: LIS 510 or LIS 511

On Occasion, 3 credits

LIS 662 Library Public Relations

Examines the principles and practice of public relations; the library image; the news media; special events and programs; exhibits and displays; library publications; publicity, marketing techniques and discussion of public relations as it applies to all types of libraries.

Prerequisite: LIS 510

Fall, Every Second Year, 3 credits

LIS 669 Government Information

Study and evaluation of documents and information from federal, state, and municipal sources, including international governments. Most emphasis on the U.S. The nature of documents, electronic formats (databases, CD-ROMs), their reference and research value, as well as selection, acquisition, organization and access in various settings.

Prerequisites: LIS 510, LIS 511 or permission

Fall or Spring, Every Second Year, 3 credits

LIS 695 Master's Project

Available for students with extensive library experience as an alternative to LIS 690 (Internship). Independent research, design, or development that may include one of the following: a research paper of publishable quality; an instructional or informational design program; a creative performance program. The student will be required to present a proposal for approval as well as the completed results of the selected paper or program project to the faculty advisor, project supervisor and the Dean.

Prerequisites: LIS 510, LIS 511, LIS 512, LIS 514, and Dean's approval

Each Semester, 3 credits

LIS 697 Master's Thesis

Independent research for the preparation, development, and presentation of a master's thesis under a faculty member's advisement and supervision. The completed thesis must be approved by the thesis advisor and the Dean.

Prerequisites: LIS 510, LIS 511, LIS 512, LIS 514 and Dean's approval

Each Semester, 3 credits

LIS 699 Independent Study

Through independent study, students may explore in depth areas in the field that are of particular interest. A student will be limited to two independent studies during their course of study. For further information, contact the academic counselor.

Prerequisites: LIS 510, LIS 511, LIS 512 and Dean's approval

Each Semester, 3 credits

Public Library Administrators

Not open to Master's degree students

LIS 700 Principles of Public Library Organization & Management

This seminar explores public organization and management. Topics include principles of management and organization, the planning process, policy decision-making and leadership principles. Issues such as assessing community needs, public and governmental relations, cooperative ventures, leadership and management systems, professional ethics and censorship are also addressed.

On Occasion, 1-3 credits

LIS 701 Seminar in Legal Issues & the Regulatory/Governance Environment of the Public Library

This seminar focuses on the legal basis for the public library, sources of the public library's authority and the organizational framework that enables the library to function in society. Attention is given to the laws, rules and regulations on the local, state and national level that affect public libraries. Other topics include the roles of the board of trustees and the library director; regulatory agencies and reporting requirements, insurance risk management, liability; library policies and their enforcement and the relationship of the public library to other agencies.

On Occasion, 1-3 credits

LIS 702 Human Resources

Administration in the Public Library

This seminar deals with issues involved in developing and implementing a human resources program in the public library. Topics include performance evaluation, job descriptions, salary administration, fringe benefits, human resources policies, contract and collective bargaining negotiations; recruitment and interviewing techniques; civil service issues; and all legal aspects of personnel supervision and administration.

On Occasion, 1-3 credits

LIS 703 Financial Management of Public Libraries

This course is designed to provide library managers with an understanding of public finance and economic theory. Specific topics such as basic economic theory, public finance, community assessment, budget process and preparation, the audit function, taxation and capital funding are covered.

On Occasion, 1-3 credits

LIS 704 Public Library Facilities, Automation Systems and Telecommunications

This seminar is designed to prepare the public library administrator to deal with the process and problems of planning, managing and evaluating library facilities. Emphasis is placed on maintenance and operation of public facilities, including space planning and utilization, building and grounds maintenance, security, and branch library issues. The process of defining, specifying, evaluating and selecting automation and telecommunication systems, furniture and other equipment is covered in depth. Other topics include the basics of writing a facilities program and selection of an architectural firm, project manager and building contractor.

On Occasion, 1-3 credits

M.S. and Ph.D. Courses

LIS 713 Rare Books and Special Collections Librarianship

Examines the characteristics, criteria, and appraisal of book materials. Historical background, principles, and practice of rare book librarianship. The organization, administration, collection building, maintenance, preservation, exhibition, publication, special problems, and use of rare books in all settings.

*Prerequisites: LIS 510, LIS 512
Spring, 3 credits*

LIS 714 Archives and Manuscripts

Identification, preservation, and use of archival materials. Emphasis on the organization and administration of archival collections and departments of archives in various types of institutions.

Fall, 3 credits

LIS 721 Appraisal of Archives and Manuscripts

Discusses classic archival appraisal theory and recent refinements, including documentation strategies. Relates appraisal to the mission, goals, and objectives of an archival institution. Explores the applicability of appraisal theory to records on media other than print.

*Prerequisite: LIS 714 or LIS 520
Spring, 3 credits*

LIS 722 Records Management II: Electronic Records

In-depth examination of electronic records management implications and applications. Topics include: document imaging systems, document management systems, inventorying and retention of electronic records, preservation of electronic records, and protection of vital electronic records.

Special Fee Required

*Prerequisites: LIS 520, LIS 714, or instructor permission
Spring, 3 credits*

LIS 729 Young Adults Sources and Services

A survey of adolescents and their reading, with special emphasis on books written especially for this age group (12-18). The readings will include material emphasizing multicultural characters and settings and bibliotherapy, including stories of persons with disabilities and special needs. Students will attain skills in providing library services for the young adult population, including information and referral. Programming, applying new technology advocacy, working with professional staff and administration, partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. The course requires reading of text, reading and discussion of a number of young adult titles in a variety of genres, small group presentations, oral presentations and bibliography.

*Prerequisites: LIS 510, LIS 511
Fall or Spring Semester, 3 credits*

LIS 731 Materials and Services for Early Childhood

Materials and services for the young child, viewed from a library perspective. Discussion of underlying theories such as services and development of appropriate programs including presentation of age-appropriate material for children with disabilities and special needs, use of adaptive toys, equipment and material. Emphasis on books – their selection, analysis, and presentation with attention to other materials, e.g., oral tradition, recorded materials, toys and puppets.

*Prerequisites: LIS 510, LIS 511
Fall, Every Second Year, 3 credits*

LIS 733 Children's Sources & Services

A survey of literature for children of preschool through elementary school age (Pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and problems of bringing books to children are also discussed.

*Prerequisites: LIS 510, LIS 511
Spring, 3 credits*

LIS 735 Storytelling & Folk Literature

Analysis and evaluation of folk literature and epic tales as revelation of the culture of various people. This course emphasizes the art, techniques, and practices of oral presentation as a medium of communication and appreciation of literature. There will be presentation and discussion of appropriate folk literature that portrays characters and situations involving persons with disabilities or special needs.

*Prerequisites: LIS 510, LIS 511 or instructor permission
Summer, 3 credits*

LIS 737 Serving Diverse Populations

A seminar on services for multicultural populations and groups with special interests or needs: sensory or mobility-impaired, learning disabilities; adult beginning readers; English-as-a-second-language, gifted and talented; latchkey children; homeless, aging, etc. Covers federal regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.

*Prerequisites: LIS 510, LIS 511
Fall, Every Second year, 3 credits*

LIS 739 Myth and the Age of Information

A seminar on the role of myth and storytelling in modern settings within diverse contexts such as management, marketing, psychology, politics, anthropology, literature, broadcast media and popular culture, multicultural education and religion. Covers the benefits and pitfalls of using story in different types of settings and the role of the information-based institution.

*Prerequisites: None
Summer, Every Second Year, 3 credits*

LIS 741 Public Libraries

A study of the philosophy, background, function and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends and issues. Emphasis on public service orientation.

*Prerequisites: LIS 510, LIS 511, LIS 512 or instructor permission
Fall or Spring Semester, 3 credits*

LIS 745 Academic Libraries

A study of the place and function of the academic library within the parent organization with particular concern for library needs of students and faculty. Includes organization and administration, policy-making regarding collections, access,

organization, facilities, services, personnel, budget, and finance. Attention is given to higher education, relevant networks, and external influences.

Prerequisites: LIS 510, LIS 511, LIS 512 or instructor permission
Fall or Spring Semester, Every Second Year, 3 credits

LIS 747 Special Libraries

A study of the historical development and characteristics of a variety of special libraries. Organization, administration and function within their parent organizations, problems and solutions associated with planning, collections, services, personnel, facilities, budgets, and evaluation are covered. Emphasis is on information centers, networks, the Special Libraries Association and related organizations.

Prerequisites: LIS 510, LIS 511, LIS 512 or instructor permission
Spring, Every Second Year, 3 credits

LIS 749 Health Sciences Libraries

An overview of the services and programs of health sciences libraries. The principles and techniques of administration and management will be discussed with emphasis on the selection and organization of collections, budgeting, facilities, staffing and evaluation.

Prerequisites: LIS 510, LIS 511, LIS 512 or instructor permission
On Occasion, 3 credits

LIS 755 Information Technologies and Society

A study of the history of technologies of information and communication and their social impact. The course examines the evolution of several technologies – such as writing, the printing press, film, digitization – and their social and cultural context. The course also explores the development of the Internet and its current potential impact on social, economic, political and cultural structures.

Prerequisite: LIS 510
On Occasion, 3 credits

LIS 763 Metadata: Description and Access

This course covers the application of standards and rules to the construction of tools for information retrieval, primarily Web resources and catalogs in library and information environments. The course includes an overview of metadata applications. Special problems in the organization of library materials in various forms, including books, serials, maps, music, sound recordings and different forms of material.

Prerequisites: LIS 510, LIS 512
Fall, 3 credits

LIS 765 Knowledge Representation

This course covers the theory of subject analysis, vocabulary control and classification. The course compares the use of the Dewey Decimal Classification, Library of Congress Classification, Library of Congress Subject Headings, PRECIS, and the Art & Architecture Thesaurus. The course is also an introduction to the Universal Decimal Classification, Colon Classification, Medical Subject Headings, and other systems.

Prerequisites: LIS 510, LIS 512
Spring, 3 credits

LIS 768 Abstracting and Indexing for Information Systems

The principles and concepts of abstracting and indexing methods in the context of manual and computer-based information retrieval systems are covered in this course. The course includes preparation of abstracts, subject analysis and vocabulary control, thesaurus construction and computer-assisted indexing. Also included are the evaluation of indexing and retrieval systems.

Special fee required
Prerequisites: LIS 510, LIS 512
Spring, 3 credits

LIS 770 Information Storage & Retrieval

This course covers the fundamentals of information storage and retrieval (ISR) systems, including components, models, structures, information representation, vocabulary control, search strategies, human-computer interaction and evaluation. The course includes the design and implementation of ISR systems and other advances and research in the field.

Prerequisites: LIS 510 or instructor permission
Fall, Every Second Year, 3 credits

LIS 773 Comparative Bibliography

This course is an introduction to the study of artifacts of recorded knowledge and a survey of the techniques of enumerative, descriptive and analytical bibliography and bibliometric analysis. Students engage in the comparative study of knowledge records, compile an enumerative bibliography, describe and analytically compare descriptions of one work and use simple bibliometric techniques to describe the literature of their chosen field.

Prerequisites: LIS 510, LIS 511, LIS 512
Spring, 3 credits

LIS 900 Institutes

These are special workshops on topics not generally covered in the regular curriculum. These seminars are generally offered in intensive one-week or weekend formats.*

**Graduate students entering the Palmer School are permitted to take a maximum of two Institutes toward their master's degree. Institutes are defined as those courses which meet in abbreviated one-week or intensive weekend formats and carry the LIS 900 course number designation. Students are allowed to take as many special topics courses as their elective load permits. Special topics are numbered LIS 901.*

LIS 901 Special Topics

A special topic not covered in the regular curriculum is explored in-depth. Each semester, 3 credits

Ph.D. Courses

DIS 801 Information Access and Systems

Overview of the foundations, topics and issues in information organization and access, including current research in knowledge organization, information storage and retrieval, systems analysis and design, and user-systems interaction.
Fall, 3 credits

DIS 803 Information Studies & Services

This course is an overview of the foundations, topics and issues in information studies and services including current research in information and society, information policy, information services and organizational information management.
Spring, 3 credits

DIS 805 Research Methods I

Survey of principles of scientific inquiry. Emphasis on the overall research process and developing quantitative methodological skills, including the application of descriptive and inferential statistics in data analysis. Design of research projects and preparation of research report. Critical review of empirical research in information studies.

Prerequisite: Master's-level research methods course
Fall, 3 credits

DIS 807 Research Methods II

Examination of the qualitative paradigm of research. Examination of historical methods for research. Overview of meta-analysis. Critical review of qualitative and historical research in information studies. Design and implementation of qualitative and historical research.

Prerequisite: DIS 805
Spring, 3 credits

DIS 810 Information Organization and Access

This course is the identification and study of problems in knowledge organization, with close attention to theory-building through research. The emphasis in the course is on autonomous student investigation, writing and discussion. Students conduct original research and report the results in the class. The course also includes the historical context for bibliographic control; problems related to descriptive cataloging, classification and subject analysis, vocabulary control, authority control; and the design of bibliographic retrieval systems.

Prerequisite: DIS 801

Fall, 3 credits

DIS 812 Information Retrieval

Fundamentals and theories of information retrieval (IR) are examined, including retrieval language, query formation, IR models, approaches, techniques, IR systems, hypertext and multimedia IR and evaluation. Research in the field, with an emphasis on identifying additional topics for further study.

Prerequisite: DIS 801

Spring, 3 credits

DIS 815 Information Systems: Theories, Paradigms, and Methods

Conceptual and paradigmatic foundations of information systems research and development throughout history, from Shannon and Weaver's mathematical, objectivist perspective and cybernetics, to today's neo-humanistic, ethnographically-oriented socio-cultural paradigm represented in the works of the proponents of distributed cognition and activity theory. The epistemological and ontological assumptions of these paradigms will be examined. Various information systems development and research methodologies will be reviewed, with an in-depth look at the issues surrounding each of these methodologies.

Prerequisite: DIS 801

Fall, 3 credits

DIS 816 Human-Computer Interaction

This course is an examination of the user-system interaction from a number of theoretical and design perspectives that have been applied to this area. Included in the course are cognitive and holistic approaches as well as usability studies. While most of the course reviews the interaction of end-users with computerized information systems, some time is devoted to the interaction of users with other systems.

Prerequisite: DIS 801

Spring, 3 credits

DIS 820 Information Policy and Services

This course is an investigation of historical context and current policy agenda with attention to social, political, and economic issues along with the policy implications of the electronic environment particularly the Internet, the World Wide Web and development of the National Information Infrastructure. In this course, the focus is on stakeholders in policy development and implementation; the economics of information and the valuing of information; new information technologies; the role of the legal system; federal, state, and municipal roles and responsibilities; and the international arena for information policy.

Prerequisite: DIS 803

Fall, 3 credits

DIS 822 Information and Society

The course covers the complexity of the interrelationship among information and information technologies and society. By utilizing the work of several of the classic thinkers of the 1930s, '40s and '50s (Mumford, Ellul and Gideon) and moving to more modern approaches such as the social constructivist approach of the Society for the History of Technology, the course will investigate the social effects of the use of technology and information, the economics of information and the social and political aspects of information.

Prerequisite: DIS 803

Spring, 3 credits

DIS 826 Organizational Information Management

Exploration of the ways organizations manage information for decision-making and other purposes. Topics include: organizational structure and culture, archival management, record management, digital records, preservation, knowledge management, data warehousing and data mining.

Prerequisite: DIS 803

Fall, 3 credits

DIS 880 Dissertation Research

The course is the process of research, upon approval and the successful defense of the dissertation proposal. All students must register for at least one credit in each of the Fall and Spring semesters in order to maintain candidacy.

Prerequisites: All coursework and qualifying examinations

Fall/Spring, Variable credits

DIS 890 Special Topics

A special topic not covered in the regular curriculum is explored in-depth.

DIS 899 Independent Study

The course is an in-depth exploration of a subject that is not covered in the formal curriculum at the doctoral level. In case the subject is in the student's co-related area, the study may be conducted under the direction of an approved instructor outside of Long Island University. The study must include a comprehensive and analytical review of the literature.

Prerequisites: DIS 801, DIS 803, DIS 805, DIS 807 and Dean's permission

Every Semester, 3 credits

COMPUTER SCIENCE/ MANAGEMENT ENGINEERING

Phone: (516) 299-2293

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The prospective student should be advised that due to time required to create the bulletin, there may have been changes in requirements and fees.

Degree Programs

The Department of Computer Science/Management Engineering, a division of the College of Information and Computer Science, offers three programs leading to the Master of Science degree. The Management Engineering Program provides students with relevant knowledge for practical technical management. The Information Technology Education Program prepares students to train and support various levels of users of computer-based technology. The Information Systems Program prepares students to analyze, develop and manage complex information systems in an enterprise environment.

Our programs are designed for the working professional. All courses are taught in the evenings or on the weekends to accommodate the majority of students who hold full-time jobs. Graduate classes are small (average size is 15), which enables our students to get to know each other and to work together as they go through their programs of study.

Academic Policy

Matriculation

A student admitted without conditions or limitation is fully matriculated upon admission. Any student admitted with either technical or academic deficiencies is classified as a limited matriculant and must apply for full matriculation upon removal of the deficiencies. A non-matriculated student may be accepted only with the department chairperson's approval. Matriculation may be withdrawn under conditions of extended interruption in continuous registration or poor scholarship. A limited matriculant

must satisfy the conditions of his or her acceptance within a prescribed time. Registration beyond that point will not be permitted if entrance deficiencies have not been removed.

Waiver of Required Courses

A student who completes equivalent academic work at another approved institution (undergraduate or graduate) or equivalent professional experience may apply for a waiver of one or more of the required courses by submitting a written request to the graduate program director. If the equivalent courses also meet the transfer credit requirements, a separate application for such credit must be submitted; otherwise, the student must add an equal number of credits to his or her Plan of Study to maintain the total required semester hours of credit. The department may initiate such a waiver, in which case the student may not take the waived course for credit toward the M.S. degree.

Transfer Credits

Transfer credit may be granted for a graduate course previously completed at another approved institutions provided that:

1. The course has not been applied toward another degree
2. The course is deemed relevant by the graduate advisor
3. A minimum letter grade of B was earned for the course
4. The course was completed no more than five years before the student registers for graduate work in the department. Normally, transfer credit is limited to a maximum of six semester hours.

Degree Requirements

A candidate for any of the Master of Science degrees must meet the following requirements:

1. Fully matriculated status
2. Completion of the requisite credits of the program with a minimum cumulative grade point average of 3.00 (see details under specific program) and no more than one grade below B
3. Completion of coursework within five years from the date of first registration in the department. (A written request for an extension, supported by compelling reasons, may be submitted to the Dean who will review requests on a case-by-case basis.)
4. In special cases, the academic counselor

may establish additional course requirements. He or she will not approve degree credit for courses that significantly duplicate previously completed work.

5. Thesis: (6 credits) Before graduation, the candidate must complete a thesis on an approved topic. Only one thesis course may be taken per semester. Each student must present an oral defense to a faculty committee. Note: No credit toward the degree requirements is granted for the research half until the writing has been completed and the thesis has been defended, at which point the student will earn six semester hours of credit.

Off-Campus Courses

From time to time, department courses are offered in various local plants and offices. These are taught by departmental faculty and are offered for credit to employees of companies who have been accepted to participate in a program offered by the department.

Continuous Registration

A student is expected to register for each regular semester until he or she has completed the degree requirements. Failure to do so may cause the loss of student status in the department.

Absence for two or more regular semesters will subject the student to the degree requirements in effect at the time of his or her return to the program. In a case of extenuating circumstances, a student may apply to the director of the graduate program for a leave-of-absence for one semester. If granted, a leave of absence automatically extends the time allocated to complete degree requirements.

Academic Performance

Each student is expected to maintain a satisfactory scholastic record in his or her course work. Any student whose performance causes the department to have concern about his or her ability to satisfactorily complete degree requirements may be placed on probation, may lose matriculation status or may be denied permission to take additional courses.

A grade of F in a required course may result in immediate dismissal from the degree program. A grade of C- is not an acceptable grade for required courses. A student must complete each preparatory course (e.g., Information Systems Pre-Core Courses) with a grade of B or better.

Denial of Registration

Permission to register may be denied to a student who has lost his or her academic standing because of poor scholarship or extended periods of non-registration.

A student who has full-time employment is not permitted to register for more than six hours of credit per semester. A full-time student is not permitted to register for more than nine hours of credit per semester.

Use of Facilities

In many courses, a student is required to use university facilities such as the library and the computer centers. Each student is advised to allow time for this in his or her personal schedule. Use of department facilities is subject to department guidelines and limited to students who are currently registered in department courses.

Management Engineering – M.S.

The primary objective of this program is to provide students with the knowledge and skills required to be effective leaders in multi-disciplinary project teams. This 36 credit program is appropriate for engineers and other technical professionals who are interested in developing the skills and knowledge base necessary to be effective project managers. This is a flexible program in the sense that the students can combine the required courses with a variety of elective courses best suited to advancing their own careers and to making them more valuable to the organization in which they are employed.

Prerequisites

An applicant to the graduate program in Management Engineering is expected to have a baccalaureate degree with a minimum grade point average of 2.50 in a field of study that develops quantitative reasoning and scientific methodology (in general, most applicants will have done undergraduate work in fields such as computer science, mathematics, the physical sciences, quantitative management or engineering at approved institutions).

In addition, the student should have taken courses in the following subjects: differential calculus, integral calculus,

matrix methods, probability and statistics, economics and computer programming.

It is also suggested that the student have practical experience in engineering or a related field.

Degree Requirements

A candidate for the degree of Master of Science specializing in Management Engineering must complete a minimum of 36 semester hours of credit in courses approved by the graduate director and must attain a minimum cumulative grade point average of 3.00. At least 30 semester hours of graduate credit must be earned in department courses (i.e., prefixed by CS, MGE or TEL).

Required Courses (33 credits)

MGE 501 Engineering Economic Analysis
MGE 521 Project Management Principles
MGE 523 Quality and Process Improvement
MGE 525 Human Resources and Communications Management
MGE 611 Engineering Cost Analysis
MGE 621 Project Planning and Control
MGE 627 Project Risk Management
MGE 633 Systems Engineering
MGE 695 Project Management Practicum
MGE 707, 709 Thesis

Other requirements:

3 credits MGE, CS or TEL courses
plus six credits thesis

Management Engineering Prizes

The Henry J. Plock Prize, established in 1965 to honor the first Management Engineering department chairperson, will be awarded annually to a Management Engineering graduate student who has made significant contributions to engineering. Contribution will be measured by papers presented to professional organizations, by publications and by other significant professional accomplishments.

The Samuel S. Stephenson Award, established in 1972 to honor the second Management Engineering department chairperson, will be awarded annually to the Management Engineering degree recipient who has earned the highest cumulative grade point average.

Information Technology Education – M.S.

The Master of Science in Information Technology Education is designed for current and future educators and trainers of technology who wish to enrich their teaching by expanding their technical background. Potential career opportunities include industrial training, user support, help desk management and technical course design for on-site venues, distance learning and other educational environments.

Prerequisites

An applicant to the Information Technology Education program is not required to have any previous technical training. An applicant is expected to have a baccalaureate degree and a minimum undergraduate cumulative grade point average of 3.00 (on a 4.00 scale).

Degree Requirements

The Master of Science in Information Technology Education requires each degree candidate to complete 36 credits. The coursework must be completed with a minimum grade point average of 3.00.

Required Courses (30 credits)

CS 502 Computers and Programming
CS 504 Intermediate Programming
CS 506 Networking Systems Fundamentals
CS 508 Computer Systems and Architecture
CS 540 Database Fundamentals
CS 554 Information Systems Development
CS 580 Methods and Tools for Technical Training
CS 590 Computer User Support
CS 706, 708 Thesis

A student who enters the program having previously completed any of the above required coursework may not be required to take one or more of the above courses. He or she must substitute equivalent credits of approved electives in lieu of these courses.

Electives (6 credits)

Each degree candidate will select selectives from offerings of the Department of Computer Science/Management Engineering. Elective courses must be approved by the graduate director.

Information Technology Education Award

The Michael H. Pressman Award is awarded annually to the Information Technology Education degree recipient who demonstrates outstanding academic achievement, as well as exhibits superior potential as an educator.

Information Systems – M.S.

The Master of Science in Information Systems provides technical and organizational knowledge needed to analyze and design complex information systems. The program also gives students the fundamental knowledge and skills that are required at the project management level within the enterprise, including the technical foundations of information systems and the skills required to manage resources and to lead people. Throughout the program, courses are taught in a way that enables the student to learn to integrate all components of information system technology (hardware and software), people and business strategy into an efficient and effective resource that helps an organization fulfill its unique mission within the economy and society.

The program is well suited to those who want to change careers and/or gain marketable skills in a world that is becoming increasingly more reliant on the computer collection, processing, distribution and accessibility of information.

Prerequisites

An applicant to the graduate Information Systems program is expected to have a baccalaureate degree with a minimum cumulative grade point average of 3.00 (on a 4.00 scale). To enter the program as a full matriculant the student must have majored either in Computer Science or Information Systems or have equivalent professional experience. Any applicant who lacks this required background will be admitted to the program on a conditional or a limited matriculated basis until he or she completes the necessary pre-core courses that are described below.

Pre-Core Courses

(Required of those who have insufficient academic background to begin the master's program.)

The pre-core courses can be completed in one year or less and they prepare a student to take the courses required for the graduate Information Systems program.

Courses	Credits
CS 502 Computers and Programming	3
CS 504 Intermediate Programming	3
CS 506 Networking Systems Fundamentals	3
CS 508 Computer Systems and Architecture	3
CS 540 Database Fundamentals	3
CS 554 Information Systems Development	3

Degree Requirements

The Master of Science in Information Systems requires each student to be fully matriculated and to complete 36 credits. He or she must maintain a minimum cumulative grade point average of 3.00. The pre-core courses may be taken for graduate credit, but these credits will be in addition to the 36-credit requirement.

Required Courses (30 credits)

Courses
 CS 600 Database Design
 CS 602 Database Implementation
 CS 614 Information Systems Analysis
 CS 616 Information Systems Design and Implementation
 CS 622 Management and Economics of Information Systems
 CS 624 Communicating and Documenting Information Systems
 CS 634 Computer Networks and Information Systems
 CS 636 Enterprise Networks
 CS 650 Human-Computer Interaction
 CS 710 Information Systems Project Management
 CS 706, 708 Thesis

Information Systems Award

The John T. Keane III Memorial Award, established in 2002, honors the graduate director who was integrally responsible for the creation and success of the graduate Information Systems Program. It is awarded annually to the Information Systems degree recipient who attains the highest overall cumulative grade point average.



Course Descriptions

CS 502 Computers and Programming

This course introduces the computer and computer programming. Using a current high-level language, emphasis is placed on the application of software engineering principles to the programming process. Topics also include problem definition, algorithmic solutions, computer system structure, program structure and elementary data types. This course cannot be applied for credit in the M.S. Information Systems program.

Computer usage fee

Fall, 3 credits

CS 504 Intermediate Programming

This course applies and extends the programming concepts of CS 502. The student will design and build programs of increased complexity and size focusing on programs that involve user interaction. Graphical User Interface design principles provide the design basis of many of the programming problems along with the satisfaction of user specification for functionality.

Computer usage fee

Prerequisite: CS 502

Spring, 3 credits

CS 506 Networking Systems Fundamentals

This is a foundation course in networks and the multiple systems they connect. This course presents an overview of data communications by covering signals and their transmission and the hardware and protocols needed to create a network using these signals. An overview of what a network is and its various possibilities (WANs, MANs, LANs, Intranets and Extranets) are discussed.

Note: This course cannot be applied for credit in the M.S. in Information Systems program.

Computer usage fee

Corequisite: CS 502 or equivalent

Spring, 3 credits

CS 508 Computer Systems and Architecture

This course facilitates an understanding of the organization and architecture of computer systems. Topics include operating systems (OS) fundamentals and the relationship between computer architecture and systems software. The student will develop an understanding of the "user view" of operating systems, including a variety of OS user interfaces.

Prerequisite: CS 502 or equivalent

Spring, 3 credits

CS 512 C Programming and Its Application

This course introduces the student to the C programming language and its application in the industrial programming environment. Topics cover both the syntax and the semantics of the language, advantages and the pitfalls of C and future trends. Examples are provided from several application areas.

Computer usage fee

Prerequisite: CS 504 or equivalent

On Occasion, 3 credits

CS 540 Database Fundamentals

This course covers fundamentals of modern database design and use. Specific topics include the transformation of system analysis products to entity relationship modeling, relational database design, introduction to normalization, SQL and an overview of implementation and administration issues.

Note: This course cannot be applied for credit in the M.S. in Information Systems program.

Computer usage fee

Prerequisite: CS 504

Fall, 3 credits

CS 552 Advanced Data Structures and Algorithms

This course develops the student's ability to write and analyze programs through exposure to problems and their algorithmic solution. Topics include combinations, integer arithmetic, real arithmetic, polynomial arithmetic, random numbers, matrix operations, systems programming, artificial intelligence and domain independent techniques.

Computer usage fee

Prerequisite: CS 504 or equivalent

On Occasion, 3 credits

CS 554 Information Systems Development

This course presents an overview of the life cycle for information systems development. Topics include: information systems components (people, data, technology and procedures), project life cycles, requirements analysis, modeling methodologies, logical and physical design, implementation considerations, systems quality and testing, systems maintenance, and project organization and management.

Note: This course cannot be applied for credit in the M.S. in Information Systems program.

Corequisite: CS 502

Fall, 3 credits

CS 556 Programming Languages

The central goal of this course is to bring together the various facets of language design and implementation within a single conceptual framework. The topics to be discussed in this course encompass the concepts in a variety of languages to allow the relationships among variants of the same concept to be clearly seen. The core of the course is to develop essential concepts in the areas of data representation, operations on data structures and program structures. Specific programming languages are chosen for analysis according to two major criteria: widespread use and diversity of concept.

Computer usage fee

Prerequisite: CS 504 or equivalent

On Occasion, 3 credits

CS 558 Advanced Operating Systems and Computer Architecture

This course continues the development of the material in CS 508 with an emphasis on intra-system communications. The course includes a discussion of I/O and interrupt structure, addressing schemes and memory management.

Topics include concurrent processes, name management, resource allocation, protection and advanced concepts.

Computer Usage Fee

Prerequisites: CS 508, CS 504

On Occasion, 3 credits

CS 580 Methods and Tools for Technical Training

This course addresses the analysis, design and implementation issues for the development of technical courses. The course objective is to teach students how to create and present quality technical training. Method topics include: training needs assessment, learning objective identification, lesson planning, performance and course evaluation, and alternative pedagogies. The course also covers the tools used by the trainer for presenting information and introduces students to the authoring tools used to develop computer training courseware.

Prerequisites: CS 504, CS 506, CS 508

Spring, 3 credits

CS 590 Computer User Support

This course introduces a wide range of issues in the computer user support field. Topics include: customer service skills, computer problem trouble-shooting, help desk operation, product evaluation, user needs analysis and assessment, user reference and help materials and end-user system installation.

Prerequisites: CS 506, CS 508

Fall, 3 credits

CS 600 Database Design

This course presents advanced issues and concepts of logical database design. Topics include data modeling and logical design and refinement, modeling tools, business rules and information needs determination and analysis.

Corequisites: CS 602, CS 616
Spring, 3 credits

CS 602 Database Implementation and Administration

This course emphasizes the concepts and techniques involved with ensuring the integrity and operation of databases. Topics include: transactional integrity; concurrency control; back-up, disaster planning and recovery; security and authorization; performance analysis, tuning and troubleshooting; ODBC and other access strategies; and query tools and application generators.

Computer usage fee, \$40
Prerequisite: CS 540
Fall, 3 credits

CS 604 Software Engineering with Ada

This course explores the development of technically oriented systems using Ada as both a design and implementation language. Topics include: packaging, tasking of concurrent processes and real time programming systems.

Computer usage fee
Prerequisites: CS 504, CS 554
On Occasion, 3 credits

CS 608 Introduction to Knowledge Engineering

Topics covered in this course include concepts of Artificial Intelligence, rule-based systems, inference engines, knowledge bases, user interfaces, methods for knowledge representation and applications to expert system development.

Computer usage fee
Prerequisite: CS 504 or equivalent
On Occasion, 3 credits

CS 610 Application of Formal Methods

This course provides an introduction to the theory of automata and formal languages and applications to program testing, formal verification and correctness. Topics include languages and grammars, finite automata, regular expressions, algorithm complexity and decidability.

Prerequisite: CS 552
On Occasion, 3 credits

CS 612 Compiler Design and Implementation

This course introduces students to methods for constructing compilers. Topics include parsing methods, lexical analysis, symbol table construction, intermediate

code generation and code optimization.

Computer usage fee
Prerequisite: CS 610
On Occasion, 3 credits

CS 614 Information Systems Analysis

This course presents an in-depth look at information systems analysis within the context of a current modeling methodology. Topics include information gathering, analysis techniques, systems modeling, problem definition, alternatives generation and evaluation and formal specification composition.

Prerequisite: CS 616
Fall, 3 credits

CS 616 Information Systems Design and Implementation

This course presents the tools and techniques used to design, implement, test and maintain information systems. Topics include translation of requirements specifications into logical and physical design models, human-computer interaction, reduction of design complexity, integration of system and data models, evaluation of design quality, black box and white box testing, information systems maintenance and software quality assurance.

Computer usage fee
Prerequisite: CS 554
Fall, 3 credits

CS 620 Administration of Information Systems Personnel

This course introduces information systems concepts in organizations. Topics include relating systems and information to the organization, administration of the information systems function, selection and development of information systems personnel, the role of the information systems executive in the organization, computer center administration and the ramifications of individual and group behavior on information systems administration.

Prerequisite: CS 554
On occasion, 3 credits

CS 622 Management and Economics of Information Systems

This course deals with the management and economics of the information systems process and product. Topics include planning an organizational information system, management of information and application systems development, development of strategies, application software "make" or buy decisions and planning to accommodate change.

Spring, 3 credits

CS 624 Communicating and Documenting Information Systems

This writing-intensive course pulls together the technical and organizational aspects of information systems.

Documentation of the process and product of information systems development is stressed, including such areas as analysis and design specifications, conformation correspondence, RFP responses, walkthroughs and technical reviews, documentation standards, manuals and the role of documentation in the system quality function. Interpersonal communication is examined as it relates to the information systems development process.

Every Semester, 3 credits

CS 630 Database Management Systems Internals

This course presents a technical view of the internal workings of database management systems. It begins with a review of mass storage technology and sequential and indexed-sequential file organizations. It then goes on to explore sorting, indexed files, B and B+ tree indices, dynamic hashing, concurrency and its control, two-phase locking protocol, database backup and recovery, commit protocols and an introduction to distributed databases.

Computer usage fee
Prerequisite: CS 540
On Occasion, 3 credits

CS 632 Theoretical Foundations of Information Systems

This course explores the theoretical foundations of information systems topics, including set theory and formal data query languages such as relational algebra and relational calculus. Other concepts covered include normalization theory, functional dependencies, Armstrong deductive system, soundness and completeness of deductive systems, information preserving decompositions and normal forms.

Computer usage fee
Prerequisite: CS 602
On Occasion, 3 credits

CS 634 Computer Networks and Information Systems

This course discusses the role of computer networks within small to enterprise-wide Information Systems. The focus is on the infrastructure's ability to meet the demands of an organization. Topics include network specifications, protocols used in various types of computer based networks from centralized mainframe to distributed client/server and comparison of different topologies and arrangements.

Prerequisite: CS 506 or equivalent
Fall, 3 credits

CS 636 Enterprise Networks

This course emphasizes the administrative concerns of enterprise networks. Topics include network security and information assurance, legal and ethical issues, as well as the day-to-day operational concerns in terms of planning, staffing, budgeting and reporting of these larger scale networks.

Prerequisite: CS 634

Spring, 3 credits

CS 640 Computer Simulation

In this course, computer simulation techniques are used in the solution of system problems. Topics include: techniques for generating pseudo-random numbers and applicable statistical testing procedures, the formulation of a model for computer simulation solution, data-gathering, parameter estimation, design of simulation experiments, variance reduction techniques, validation and analysis of simulation results.

Computer usage fee

Prerequisite: CS 552

On Occasion, 3 credits

CS 644 System Performance Evaluation

Techniques for system analysis and program performance measurement are presented. Topics include: levels and types of system simulations, performance prediction and monitoring, and modeling of concurrent processes and the resources they share.

Computer usage fee

Prerequisites: CS 558, CS 554

On Occasion, 3 credits

CS 648 Computer Science Mathematics

This course surveys mathematical methods applied to computer science. Algorithms and special language structures of mathematical problems are analyzed.

Prerequisite: CS 552 or equivalent

On Occasion, 3 credits

CS 650 Human-Computer Interaction

This course provides an overview of Human-Computer Interface (HCI) design. HCI paradigms are examined in relation to the historical evolution of hardware and software. Topics include: techniques facilitating effective human-computer interaction; design principles, guidelines and methodologies for interactive systems that optimize user productivity, design issues such as user help facilities and error information handling; and strategies for evaluating human-computer interfaces. Application of techniques and principles using prototyping will be examined.

Co/Prerequisite: CS 624

Spring, 3 credits

CS 670 E-Commerce

This course emphasizes recent technologies for Web design and development as they are applied to E-Commerce on the Internet. Areas covered include: relationship management with the consumer, personalization and membership using Site Server and Commerce Server, LDAP, push and pull technology, multicasting and personalized mail.

Prerequisite: CS 600

Spring, 3 credits

CS 690, 692 Special Topics in IS/ITE

The specific contents of these courses may vary each time they are offered.

They reflect current research and practice in advanced areas. Topics and prerequisites are announced before the registration period begins.

Note: students are permitted to repeat these courses for additional credit provided that content is different.

Prerequisite: Matriculated status in department; other prerequisites to be announced

On Occasion, 3 credits

CS 700 IS/ITE Project

This course is for students who wish to undertake an approved software project including design, implementation and documentation. The project is under the guidance of an advisor, and the topic must be approved jointly by the advisor, the graduate director and the department chair.

On Occasion, 1 to 3 credits (based on complexity)

CS 706, 708 IS/ITE Thesis

The student researches and prepares for the master's thesis under the guidance of an advisor. A thesis outline must be approved before registering for this sequence. The completed thesis is defended before a department faculty committee. A grade of "Incomplete" is given to CS 706 and is changed only upon the successful completion of the thesis with CS 708.

Corequisite - last year of course work

Every Semester

CS 710 Information Systems Project Management

This course presents a detailed study of the integration of the qualitative and quantitative elements of information systems while applying project management techniques. Students work through and manage a complete project from conception through the various deliverables to termination. Stress is on the practical tools and application of problem definition, work breakdown structure, planning and scheduling, meeting quality specifica-

tions, project review and evaluation techniques and scope and risk management.

Corequisite: Completion of all required coursework

Every Semester, 3 credits

Management Engineering Courses

MGE 501 Engineering Economic Analysis I

This course discusses the development of quantitative foundations upon which engineering decisions are based. Topics include: engineering economic analysis, developing and evaluating cost effective programs, introduction to statistical decision-making and hypothesis-testing. Systems are carried through to the preparation of financial statements as they relate to the technical project.

Spring, 3 credits

MGE 505 Engineering Probability and Statistics

Topics covered in this course include development of the logical probabilistic foundations upon which quantitative management engineering is based, development of the fundamentals of probability theory, commonly used probability distributions and set notation, introduction to statistical decision theory, sampling methods and hypothesis-testing.

On Occasion, 3 credits

MGE 509 Cost Fundamentals

This course presents the fundamentals of industrial cost systems from a management engineering view including data sources, collection and recording; cost analysis and prediction; allocation of indirect and joint costs; and the preparation and use of budgets. Job order, process and standard cost systems are investigated. The systems are carried through to the preparation of financial statements.

On Occasion, 3 credits

MGE 521 Project Management Principles

This course presents an overview of the basic principles of project management: planning, definition of work requirements, quality and quantity of work, definition of needed resources, progress tracking, comparison of actual to predicted outcomes, analysis of impacts and change management. Appropriate productivity software will be introduced.

Fall, 3 credits

MGE 523 Quality and Process Improvement

This course addresses the identification, documentation and evaluation of the project management process, the metrics involved in that process and a discussion of various models of quality management. Emphasis will be on the integration of process and product improvement.

Corequisite: MGE 521

Fall, 3 credits

MGE 525 Human Resources and Communications Management

This course examines the people side of the interdisciplinary project team: leadership; hiring, training, and evaluating of personnel; and technical communications within the project team, with the organization's managers, outside vendors, suppliers, and other project stakeholders.

Corequisite: MGE 521

Spring, 3 credits

MGE 541 Marketing in the Technical Environment

This presentation of management techniques for marketing technical products and engineering services covers topics which include: the marketing system, strategic marketing, market opportunity analysis, market planning, product strategy formulation, the marketing mix, the marketing organization, marketing research, marketing information systems and sales force decisions.

On Occasion, 3 credits

MGE 591 Policy for the Management of Technical Firms

This course examines policy-setting and managerial decision-making and practices in technical firms by means of case studies and student role-playing. Emphasis is on state-of-the-art techniques for such decision-making.

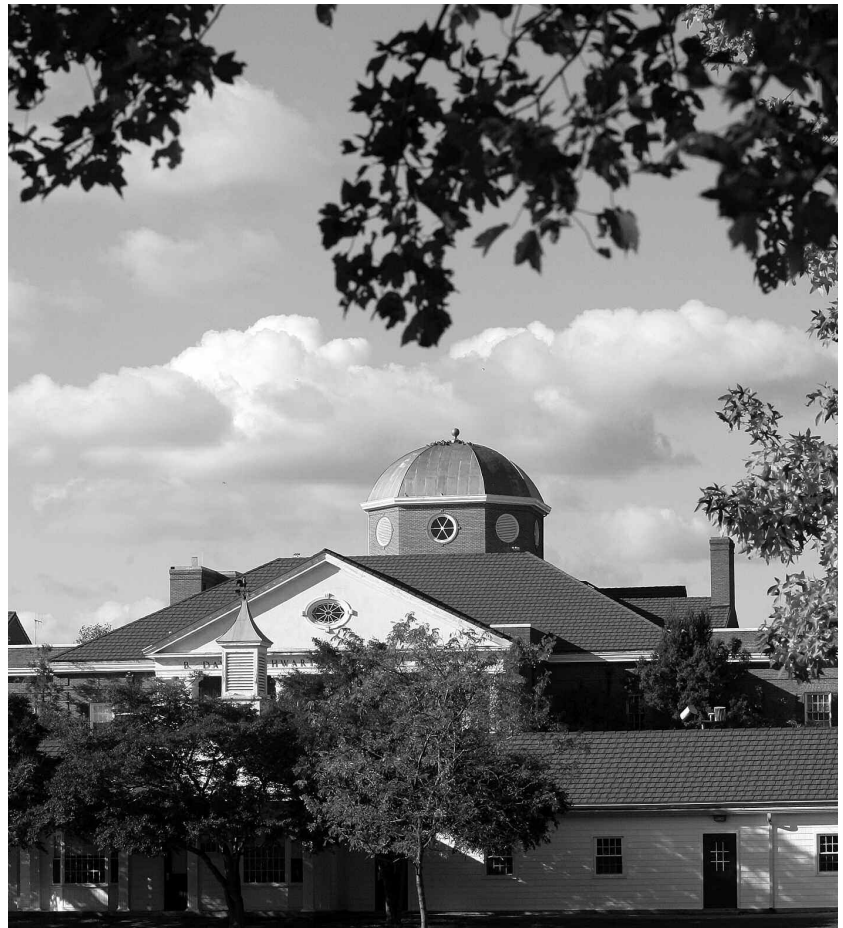
On Occasion, 3 credits

MGE 593 Systems Methodology for Management Engineering

This integrating course for management engineering emphasizes the set of systems-based methods used to define and intervene in technical problem and opportunity situations. Topics include: comparison of hard and soft systems thinking, practical applications using case studies, and principles of creative thinking used to develop research and development strategies.

Prerequisites: MGE 521, MGE 523, MGE 525

On Occasion, 3 credits

**MGE 601 Engineering Economic Analysis II**

Quantitative methods and economic logic are interwoven to establish decision-making patterns for the industrial firm. Among the practical and analytical concepts covered are the environment of risk and uncertainty, forces of demand and pricing structures, problems of capital budgeting and engineering economic analysis, and cost-effectiveness studies.

Prerequisite: MGE 501

On Occasion, 3 credits

MGE 605 Engineering Statistics and Application

This course discusses the application of probability and statistical decision theory to the solution of management engineering problems. Topics include the uses and functions of random variables, probability distributions, point and interval estimation, hypothesis testing, regression, and techniques in the use of statistical decision theory for problem solving.

On Occasion, 3 credits

MGE 611 Engineering Cost Analysis

This course explores the use of the basic cost system in constructing cost estimates and in reporting and controlling costs and the effect of cost studies on managerial decisions. Advanced topics in cost systems include: approaches to allocation, cost variance analysis, cost-volume-profit relationships, responsibility accounting and management control, sales and production mix, capital budgeting, profit planning and applications of quantitative management science techniques.

Prerequisite: MGE 521

Fall, 3 credits

MGE 617 Management of R&D

This intermediate course applies principles of technical management to the particular problems of research and development. Discussion covers such areas as manager-engineer/scientist and engineer/scientist-technician relations, interdepartmental problems, planning and scheduling R&D, contract administration and the creative environment.

Prerequisite: MGE 521 or CS 620

On Occasion, 3 credits

MGE 621 Project Planning and Control

This course centers around the processes and procedures involved in planning a project (e.g., scope management, statement of work, requirements specification, work breakdown structure, allocation to sub-contractors, scheduling); managing the trade-offs involved in terms of cost, time and performance; monitoring the project's progress in terms of both scheduling and cost; and managing the changes that take place at various stages of the project life cycle. Appropriate productivity software will be introduced.

Prerequisite: MGE 521

Spring, 3 credits

MGE 623 Configuration Management

Configuration management procedures and methods are studied for the establishment of technical documentation covering configuration identification, control and accounting for a complex weapons system or systems of other contract end items (Cel's). The study extends from the conceptual phase through the contract definition and acquisition/operation phases of the life cycle of a system.

Prerequisite: Two years of professional experience or permission of the instructor

On Occasion, 3 credits

MGE 625 Patents and Engineering Law

Topics covered in this course are patentability; applications for patents infringement; litigations; procedures before the U.S. Patent and Trademark Office and before the courts; various types of patents

including utility patents, reissue patents, design patents, and plant patents; ancillary matters including employment contracts, assignments, licenses, confidential relationships, trade secrets and antitrust; comparative foreign patent law; and an introduction to trademarks and copyright.

On Occasion, 3 credits

MGE 627 Project Risk Management

This course explains how to identify, analyze, mitigate and monitor the various risks involved in any project. The different categories of risks associated with a project (technical, performance, scope, schedule, cost) will be examined. Also discussed are the particular risks involved in procurement and sub-contracting. Appropriate productivity software will be introduced.

Prerequisite: MGE 621

Fall, 3 credits

MGE 631 Human Factors in Engineering Design

This course discusses systems engineering approaches to equate human capabilities to hardware for increasing the effective performance of man-machine systems. Topics include: the evaluation of visual and auditory information display, environmental effects, control and workplace design; and anthropometric data analysis for increasing operational effectiveness, accelerating training accomplishments, reducing accidents and increasing systems reliability.

On Occasion, 3 credits

MGE 633 Systems Engineering

This course introduces the concepts of systems engineering, which are used to cope with the complexity of modern system development. The approach can be applied to a wide variety of developments from huge aerospace systems to mass-produced consumer electronics, pharmaceuticals and information systems. The course covers the following topics: systems engineering process, systems engineering management, user and system requirements, system architecture, system integration and test, the role of software in systems, prototyping, requirements tracking and dependability.

Corequisite: MGE 521

Fall, 3 credits

MGE 635 Engineering Reliability and Maintainability

The decision models of systems reliability and maintainability are developed. Engineering and managerial aspects of reliability programs are treated, including life testing, redundancy, trade-offs, systems design review and failure reporting. Discussions deal with reliability structures, hazard functions and Markov models.

On Occasion, 3 credits



MGE 651 Mathematical Programming

This course explores the development of recursive optimization algorithms. Particular emphasis is given to the simplex algorithm used in linear programming (the optimization of a linear function subject to linear constraints). The "assignment" and "transportation" recursive procedures are also analyzed.
On Occasion, 3 credits

MGE 655 Operations Research I

The application of the scientific method to organizations and systems is developed. Deterministic models are emphasized, particularly applications of programming algorithms both to software design and development as well as software utilization.
On Occasion, 3 credits

MGE 659 Operations Research II

This course is a continuation of Operations Research I covering stochastic models and their application to software development and to the operation of systems.

Prerequisite: CS 655

On Occasion, 3 credits

MGE 665 Industrial Dynamics Systems Simulation

This course covers design, construction and computer simulation models. Models constructed represent structure, policies and decisions in such areas as production and inventory, research and engineering, personnel policies and capital expenditures. Employing industrial dynamics concepts, the interaction of feedback in a dynamic management system is tested and studied over a wide spectrum of time cycles. Students construct, run and analyze elementary models of their own choice.

On Occasion, 3 credits

MGE 681 Industrial Engineering Control Systems

This course analyzes the operating characteristics of production, quality assurance and inventory control systems. It includes development of numerical methods for controlling systems performance at the decision-making level and problems in quality control, station balancing, economic order quantity, periodic and order point inventory control under uncertainty, network schedules, production planning and control systems. Activities of industrial engineering as a management system are developed.

On Occasion, 3 credits

MGE 685 Industrial Engineering Methods

This comprehensive course covers effective plant location and layout, material handling, development and application of work measurement, value engineering techniques, process charting, work sampling, line balancing, learning curve theory and principles of work simplification. The justification of capital expenditures and determination of manufacturing product costs are also treated.

On Occasion, 3 credits

MGE 687 Production and Inventory Analysis

This is a quantitative approach to problems in inventory and production control. Inventory models for fixed order and fixed interval systems, both deterministic and probabilistic, are discussed; also, the techniques of modifying the models for special conditions are considered. Other topics include low demand and fixed demand problems, the interrelationship of inventory control and production control, and an introduction to production scheduling models.

On Occasion, 3 credits

MGE 691, 693 Special Topics in Management Engineering and Management Science

The specific contents of these courses may vary each time they are offered. They reflect current research and practice in advanced areas. Topics and prerequisites are announced before the registration period begins.

Note: Students are permitted to repeat these courses for additional credit provided that content is different.

Prerequisite: Matriculated status in department; other prerequisites to be announced

On Occasion, 3 credits per semester

MGE 695 Project Management Practicum

This course is a capstone course that applies and integrates theory and implementation of qualitative and quantitative elements of project management. Stress is on the practical tools and application of planning, budgeting, staffing, scheduling, and operations research involved in complex engineering programs and projects.

Corequisite: completion of other MGE required courses

Every Semester, 3 credits

MGE 701 Management Engineering Projects

This course is for students who wish to work on an approved project in management engineering and prepare a paper suitable for publication in a professional journal. Arrangements are made with the department chairperson.

On Occasion, 3 credits

MGE 707, 709 Management Engineering Thesis

The student researches and prepares for the master's thesis under the guidance of an advisor. A thesis outline must be approved before registering for this sequence. The completed thesis is defended before a department faculty committee. A grade of "Incomplete" is given to 707 and is changed only upon the successful completion of the thesis with 709.

Corequisite - last year of course work

Every Semester, 3 credits per semester

TEL 502 Telecommunications

This course is an overview of the history and future of the telecommunications industry. Topics include telecommunications technology, regulatory environment, competitive structure, product and service offerings, and managerial and social implications of telecommunications.

On Occasion, 3 credits

TEL 504 Systems, Signals and Circuits

This course is an introduction to electrical engineering topics fundamental to communications and computer systems. Topics include properties of systems in the time and frequency domains, control systems, signal and noise concepts, modulation, multiplexing, estimation, filtering and detection of signals, information theory, fundamental properties of electric circuits, the network model, equilibrium equations and dynamics, introduction to electronic devices and circuits.

On Occasion, 3 credits

TEL 614 Voice Communications and Basic Telephony

This basic course in telephony covers topics that include the evolution of the switched networks: telephone, PBX and other customer premise equipment, interoffice connection, signal methods and traffic problems. The analyses of the technology and advantages of the principal transmission media and switching techniques, regulatory environment, competitive structure and managerial implications of voice communication are also covered.

Prerequisites: TEL 502, TEL 504

On Occasion, 3 credits

TEL 618 Data Communications

This course introduces students to basic concepts in data communications. Topics include terminals and processing hardware and software, codes and protocols, network alternatives and architectures, packet switching, local area networks, regulatory environment, competitive structure and managerial implications.

Prerequisite: TEL 614

On Occasion, 3 credits

TEL 626 Telecommunications

Management Issues

This course integrates material from preceding telecommunications courses, presents additional selected topics, and analyzes issues, including strategies for planning and managing a telecommunications facility and marketing telecommunications products. Selected topics may include international communications, new telecommunication products, services and their applications; and regulatory policy and tariffs.

Prerequisite: TEL 618

On Occasion, 3 credits

COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences at C.W. Post offers more than 20 master's degree programs through the departments of Biology, Criminal Justice, English, Earth and Environmental Science, Foreign Languages, History, Mathematics, Political Science/International Studies, and Psychology, as well as in the Environmental Studies Program and Interdisciplinary Studies. These programs, along with the APA-accredited doctoral program in Clinical Psychology, are all registered with the New York State Department of Education.

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Overview

The College of Liberal Arts and Sciences is C.W. Post's oldest, largest and most diverse academic credit. It remains the center of intellectual life on Campus – indeed, the heart and soul of C.W. Post – and continues to afford its students what they need most for success in the world of work and satisfaction in their personal lives.

The College's chief resource is its full-time faculty. Numbering more than 100, it includes many highly accomplished scholars, researchers and artists. What most unites these humanists, social scientists, mathematicians and scientists is a dedication to excellence in teaching. Liberal arts and sciences students rarely, if ever, attend large classroom lectures and regularly receive a great deal of personal attention.

Through its 14 departments, the College offers more than 40 undergraduate majors, at least as many minors and concentrations, nearly 20 master's programs, accelerated bachelor's/master's programs, and a doctoral program in clinical psychology. The College's graduate programs prepare students to work in a wide range of fields, including teaching, research, environmental management, behavioral analysis and many others.

ACADEMIC POLICY

Master of Arts and Master of Science

A degree candidate must complete a minimum of 30 semester hours of graduate credits and, in most cases, submit an acceptable thesis or carry out an acceptable project. At least 18 of these hours must be in the major department or area of study. Some departments permit the option of six additional hours of specified graduate courses instead of the thesis.

Thesis or Project

The thesis or project required in many of the graduate programs is intended to test the candidate's ability to engage in original research and master the concepts and methods of the area of specialization.

Before the candidate's thesis is accepted for consideration, the following prerequisites must be completed: completion of the required semester hours of credit in residence in appropriate courses, matriculated status, successful completion of the qualifying or comprehensive examination, and sponsorship and approval of the thesis proposal by a faculty committee. The thesis is to be written under the direct supervision of the chairperson of the Thesis Committee. The chairperson will be selected based on special competence in the subject of the candidate's thesis proposal. The chairperson of the department or director of the program will make this selection.

BIOLOGY

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Degree Programs

The department of Biology seeks to prepare graduate students for primary responsibilities in research and teaching as well as for entry into graduate schools for specialization in medicine, dentistry, veterinary medicine and numerous other fields within the biological sciences.

The Department offers a Master of Science (M.S.) degree in Biology. Many graduate courses are offered during evening hours. Students who seek initial

or professional New York State certification to teach biology in middle or secondary schools may pursue the Master of Science degree in Biology: Middle Childhood Education (5-9) or the Master of Science degree in Biology: Adolescence Education (7-12) (offered in conjunction with the School of Education). Interested students should contact academic advisors in both the Biology Department and the School of Education for more information.

Biology – M.S.

Admission to Degree Program

A candidate for admission must submit his or her credentials to the Graduate Admissions Office for review by the Biology Graduate Committee, which may, subsequently, require a personal interview. The applicant should have completed at the undergraduate level: six semesters of biology; one year of college calculus; one year of general chemistry, one year of organic chemistry; and one year of college physics. In addition, a minimum grade point average of 2.75 in the major and completion of the Graduate Record Examination General Test are required. A candidate whose credentials satisfy all of the above requirements as well as university admissions requirements may be accepted as a fully matriculated student.

A student may be accepted on a limited matriculant basis if his or her credentials are deficient in not more than two areas. Limited matriculants may apply for full matriculant status after removal of all deficiencies. Deficiencies must be removed during the first year of graduate study. Courses taken to remove academic deficiencies must be passed with a grade of C- or better and will not be credited toward degree requirements.

Courses may also be taken on a non-matriculant basis. A non-matriculant may apply for matriculant status after he or she completes at least 12, but no more than 18, graduate biology credits provided that his or her cumulative grade point average is 3.00 or better. At least half of these credits must be from among the foundation courses listed below. The student must also have taken the Graduate Record Examination General Test and must have removed any technical and/or academic deficiencies. Undergraduate

coursework taken to fulfill a deficiency after the student has completed the bachelor's degree must be passed with a grade of C- or better.

Degree Requirements

All students must take a minimum of 15 credits (Plan I) or 21 credits (Plan II) from these foundation courses, including BIO 500, which is required of all majors in either plan:

Courses	Credits
BIO 500 Biology Graduate Seminar – REQUIRED	1
BIO 503 Modern Concepts of Evolution	3
BIO 505 Sources in Biological Research	3
BIO 510 Molecular Biology	4
BIO 513 Biological Chemistry I	3
BIO 518 Ecology	4
BIO 520 Cell Biology	3
BIO 525 Eukaryotic Genetics	3
BIO 528 Developmental Biology	4

Plan I: Thesis Option

A student selecting this degree option must complete a minimum of 30 credits: 15 credits from the foundation courses, one of which must be BIO 500 (Biology Graduate Seminar); three credits each of BIO 707 and 708 respectively (i.e., Research and Preparation of Thesis); and nine additional credits in Biology. A student planning to go on to further graduate study is strongly urged to take an additional six credits of coursework.

As soon as possible after matriculation, a student planning to enter Plan I

should select a mentor to aid in choosing a thesis topic and completing a thesis which must consist of original research.

Plan II: Non-Thesis Option

A student selecting this degree option must complete 36 credits including at least 21 credits from among the foundation courses, one of which must be BIO 500 (Biology Graduate Seminar).

Courses beyond the required foundation courses may be chosen from among elective courses offered each semester.

Upon acceptance into the biology graduate program, the student should make an appointment to meet with the Biology Department's graduate director. During this meeting, the student and counselor will discuss degree requirements and complete a tentative Plan of Study and registration forms.

Each grade below B- is considered a deficiency. Two deficiency grades will result in probation. Three deficiency grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson.

Questions concerning the graduate program should be taken to the graduate director.

A maximum of six biology credits may be accepted as transfer credits from other schools, but these courses may not be applied toward the M.S. in Biology without prior written approval from the department chairperson. Limited modifications in the required courses may be made with the approval of the department chairperson and graduate director.



For students who wish to prepare to teach biology by pursuing a Master of Science degree in Biology, consultation with the Biology graduate director is required to determine specific biology requirements.

Biology: Adolescence Education (7-12) – M.S.

The degree of Master of Science in Biology: Adolescence Education (7-12) is offered by the School of Education in conjunction with the Department of Biology. The student must take 18 credits of biology, maintain a cumulative GPA of 3.0 in the School of Education and in the Liberal Arts and Sciences content area. In addition, any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

A. Required Courses: (6 credits)		Credits
BIO 505 – Sources in Biological Research		3
BIO 513 – Biological Chemistry I		3
B. One Course: (3 credits)		
BIO 503 – Modern Concepts of Evolution		3
BIO 520 – Cell Biology		3
BIO 604 – Biological Chemistry Laboratory		3
C. One Course: (3 or 4 credits)		
BIO 510 – Molecular Biology		4
BIO 525 – Eukaryotic Genetics		3
BIO 530 – Human Genetics		3
D. One Course: (3 or 4 credits)		
BIO 501 – Population Ecology		3
BIO 517 – Vascular Plants of Long Island		4
BIO 518 – Ecology		4
BIO 609 – Marine Ecology		3
E. One Elective: (3 or 4 credits)		
Any graduate biology course		

Biology: Middle Childhood Education (5-9) – M.S.

Students who wish to prepare to teach biology by pursuing a Master of Science degree in Biology: Middle Childhood Education (5-9) should consult with the Biology graduate director to determine specific biology requirements.

For information on the Accelerated B.S./M.S. in Biology, refer to the Undergraduate Bulletin or consult the graduate director.

Course Descriptions

BIO 500 Biology Graduate Seminar

This once-a-week seminar ranges over the entire spectrum of biological science. Invited speakers and departmental staff members speak earlier in the semester; later in the semester, each student enrolled in the course presents a short seminar based on library research on some topic in biology. Regular attendance and the submission of a thorough annotated bibliography on the student's seminar topic are required. This course may be taken as many as three times. *Annually, 1 credit*

BIO 501 Population Ecology

This course is three hours of lecture and considers the ecology of populations with emphasis on structure, dynamics, demography and on the behavioral responses of organisms to variable environments. *On Occasion, 3 credits*

BIO 502 Advanced Microscopy

This course is two hours of lecture and four hours of laboratory and focuses on the study of microscopic technique including the theory and use of the scanning electron microscope, various types of light microscopy, technical drawing and photography through the microscope, and darkroom/digital micrograph image preparation for publication. Term project required. *Special fee*
On Occasion, 4 credits

BIO 503 Modern Concepts of Evolution

This course is two hours of lecture with collateral readings. This is a presentation of evidence favoring theories of organic evolution with emphasis on biochemical evolution and population dynamics.

Modern genetics and cytology are applied to an understanding of the nature of the evolutionary process. *Prerequisite: An undergraduate major or minor in biology and courses in organic chemistry and genetics*
On Occasion, 3 credits

BIO 505 Sources in Biological Research

This course is two hours of lecture centered on the development of a critical facility as active readers of the primary scientific literature. Historical materials are initially employed as a starting point for critiquing experimental design, assessing modes of data presentation, and analyzing conclusions drawn from experimental evidence. The course progresses to in-depth analyses of current primary-source research publications. Student presentations and original student-generated protocols and experimental design, with emphasis on the formulation of productive scientific questions, the internal logic of the experimental approach, and appropriate experimental design and controls, will constitute the final portion of the course. *Prerequisite: Either entry to the course as a matriculating graduate student in the Department of Biology or an advanced undergraduate with appropriate cumulative grade point average and at least one biology course beyond the core curriculum or by special consent of the instructor.*
May be used to fulfill 3 credits of the literacy requirement for Adolescence Education students at the M.S. level.
On Occasion, 3 credits

BIO 506 Experimental Behavioral Ecology

This course focuses on active investigations of aspects of behavioral ecology including mate choice, intrasexual competition, territoriality, parental division of labor, aggression, foraging and communication. Students work in small research teams and learn to construct hypotheses, design experiments to test them and analyze data statistically to draw conclusions. Experiments are conducted over several class periods. Four research projects are conducted during the semester that concentrate on topics listed above, and make use of a variety of vertebrate and invertebrate animals. Students write research papers and review and critique peer-written research reports. *Special fee*
On Occasion, 4 credits

BIO 508 Tropical Biology

This is a multidisciplinary treatment of the complex interrelations between organisms and their physical and biotic environments in the American tropics. It provides an introduction to the special ecological characteristics of tropical plant and animal communities and offers field experience in the tropics.

Prerequisite: Permission of instructor

On Occasion, 3 credits

BIO 510 Molecular Biology

This course is two hours of lecture and four hours of laboratory. Macromolecular structures including collagen and chromosome, DNA function including replication, information transfer including gene regulation, gene exchange and rearrangements including transposons are to be considered with special emphasis on recombinant DNA technology.

Prerequisite: Undergraduate Genetics or Cell Biology or equivalent

Special fee

On Occasion, 4 credits

BIO 511 Plankton

This course is three hours of lecture and three hours of laboratory/fieldwork.

Topics covered include the taxonomy, morphology and identification of the major zooplankton and phytoplankton groups with consideration of ecological and economic significance.

Special fee

On Occasion, 4 credits

BIO 512 Endocrinology

This course is two hours of lecture and collateral readings. This is an introduction to comparative morphology, physiology, histogenesis and biochemistry of the vertebrate endocrine glands. Emphasis is on the consideration of feedback regulatory mechanisms in man and the vertebrates and some invertebrates. Topics include steroid and protein hormones and the effects of environmental stress.

Prerequisite: Vertebrate Anatomy and Physiology

Prerequisite or Corequisite: Biochemistry

On Occasion, 3 credits

BIO 513 Biological Chemistry I

This course is four hours of lecture and is an inquiry into the chemistry of amino acids, proteins and lipids. Enzymes and their role in cytoplasmic carbohydrate metabolism and fatty acid synthesis are discussed. The role of the mitochondrion, especially the Krebs cycle and oxidative phosphorylation, is explored.

Prerequisite: Two semesters (8 credits) of Organic Chemistry

On Occasion, 3 credits

BIO 514 Biological Chemistry II

This course is four hours of lecture and is a study of pathways of nitrogen metabolism; steroid and phospholipid biosynthesis and mechanisms of regulation; and synthesis, structure, metabolism and degradation of nucleic acids.

Prerequisite: BIO 513

On Occasion, 3 credits

BIO 515 Plant Anatomy

This course is two one-hour lectures and two hours of laboratory. The microscopic anatomy of representative vascular plants including disposition and composition of stem, root, leaf and floral tissues, and fine structure of individual cell types is covered. Emphasis is placed on developmental anatomy and taxonomic significance of anatomical structure. Free-hand and freezing techniques are used in preparation of fresh material. Standard procedures of micro-technique and photomicrography are stressed.

Prerequisite: General botany

Special fee

On Occasion, 4 credits

BIO 517 Vascular Plants of Long Island

This course is two, one-hour lectures and four hours of laboratory and involves summer field and laboratory studies of the local vascular flora including ferns, woody plants and herbaceous flowering plants. Field study sites include most of Long Island's major habitat types.

Laboratory work emphasizes morphology, identification and preservation of field-collected materials, and also examines the methods and tools of plant systematics investigations.

Special fee

On Occasion, 4 credits

BIO 518 Ecology

This course is two hours of lecture and four hours of laboratory. This summer, field-oriented course studies organisms in their physical environments, natural communities, ecosystems and evolutionary ecology. Study sites range from beach dunes and salt marshes to mixed upland woods.

Special fee

On Occasion, 4 credits

BIO 519 Mammalogy

This course is three hours of lecture and collateral readings. The course is concerned with the biology of major groups of mammals including diversity, taxonomy, morphology, geographic distribution, behavior and evolutionary history. Identification of and environmental impact on local species are discussed with considerations of ecological and economic significance.

On Occasion, 3 credits

BIO 520 Cell Biology

This course is three hours of lecture and is an intensive survey of cellular life and function, emphasizing cellular organelle and function and its integrated role in total cell function.

Prerequisite: One-year introductory biology course; one-year general chemistry course

On Occasion, 3 credits

BIO 521 Recombinant DNA

This course is two hours of lecture and four hours of laboratory. This course studies DNA, its structure, replication and the repair principles underlying the recombinant DNA technique of gene manipulation including host-vector systems, gene construction and cloning. The potential benefits as well as the potential hazards are discussed.

Prerequisite: Courses in Genetics, Microbiology and Biochemistry

Special fee

On Occasion, 4 credits

BIO 525 Eukaryotic Genetics

This course is two hours of lecture. This advanced study of genetics assumes a basic understanding of genetic principles. The course addresses some of the current issues in genetics gene mapping, gene regulation, genetic structure through reading of historical and current scientific literature. Students use statistical and computer methods of genetic analysis to map genes and analyze DNA sequences.

Prerequisite: An undergraduate course in genetics

On Occasion, 3 credits

BIO 528 Developmental Biology

This course is two hours of lecture, three hours of laboratory, and collateral readings. This lecture and experimental laboratory study of the mechanisms of embryological development includes such aspects as cellular differentiation, fertilization, morphogenesis, organogenesis, induction, growth, regeneration, parthenogenesis and aging.

Special fee

On Occasion, 4 credits

BIO 530 Human Genetics

This course is two hours of lecture and collateral readings. The course focuses on the relevance of genetics to man. It discusses molecular and chromosomal disorders and how to remedy them through genetic counseling and genetic engineering. The facts of environmental mutagenesis and population genetics lead to consideration of how to manage our multiracial endowment. At a different level, cell genetics are discussed in the context of cancer biology.

Prerequisite: A basic course in genetics

On Occasion, 3 credits

BIO 531 Ichthyology

This course is two hours of lecture and four hours of laboratory/field work. This course focuses on aspects of fish biology including systematics, structure/function, evolution, ecology, physiology and behavior. Lab and field work emphasize collection, identification, maintenance and preservation of specimens of mainly local freshwater, estuarine and marine fishes.

Special fee

On Occasion, 4 credits

BIO 535 Advanced Topics in Biology

This course is two hours of lecture or seminar and collateral readings, in the format that best suits the subject matter. For four credits, a lab or field component will be included. Topics are designed to aid students interested in research activities by stressing current topics, and the theory and practice of current methodologies. Different topics are covered each semester, and in subsequent semesters, different faculty members present the material. The specific topic will be announced in advance and the student may take the course more than once provided the topics differ.

Prerequisites: Permission of the Biology Graduate Advisor

On Occasion, 3 or 4 credits

BIO 537 Fisheries Biology and Aquaculture

This course is two hours of lecture and collateral readings. This course explores the commercial and biological aspects of fisheries with emphasis on the history, methods and potential of shellfish and finfish farming including methods of estimation of catch, productivity of fishing grounds, migration of fish and conservation methods.

On Occasion, 3 credits

BIO 540 Limnology

This course is two hours of lecture and two hours of laboratory. This is an examination of freshwater biological communities and their associated environments. Attention is given to biological productivity and the chemical, physical and biological dynamics of freshwater systems with special consideration of planktonic and benthic organisms.

Special fee

On Occasion, 3 credits

BIO 572 General Entomology

This course is two one-hour lectures and two two-hour labs. This summer course includes a survey of the insect orders, a study of their structure, biology and classification. It is an introduction to the study of insects as a major segment of the

biological community. Laboratory exercises in the anatomy and biology of insects include practice in the techniques of insect identification.

Prerequisite: General Zoology or

Invertebrate Zoology

Special fee

On Occasion, 4 credits

BIO 604 Biological Chemistry

Laboratory

This course is four hours of laboratory, and illustrates the application of qualitative and quantitative chemical laboratory principles and procedures to biochemical experimentation. Laboratory procedures involve spectrophotometry, chromatography and radio-tracer methods among other techniques.

Prerequisite: BIO 513

Special fee

On Occasion, 3 credits

BIO 609 Marine Ecology

This course is two hours of lecture and two hours of field work. This course involves summer field studies in marine and estuarine ecology with consideration of sampling methods and data treatments.

Prerequisite: Either an undergraduate or graduate course in ecology or marine biology

On Occasion, 3 credits

BIO 614 Advanced Electron Microscopy

This course is two hours of lecture and two hours of laboratory. Course content includes the theory and practice of advanced electron microscopic techniques. Biological material is examined by the methods of electron histochemistry, negative staining, shadow casting, replication and autoradiography. Laboratory practice includes detailed instruction on the use and maintenance of the transmission electron microscope. Training in the use of the scanning electron microscope is included.

Prerequisite: BIO 502

Special fee

On Occasion, 3 credits

BIO 625 Ecological Modeling

This course is three hours of lecture and examines the technique of synthesis of mathematical models in ecology and examination of selected current models with emphasis on their predictive properties and on applications is covered. Models dealing with problems of ecoenergetics, population dynamics, spatial relationships and ecological diversity are considered.

On Occasion, 3 credits

BIO 626 Wildlife and Wilderness

Resources

This course is three hours of lecture and examines the nature and current status of world wildlife resources and problems of wildlife conservation in relation to competing demands on wilderness and other wild land areas.

On Occasion, 3 credits

BIO 641 Advanced Microbiology

This course is three hours of lecture and three hours of laboratory. This is an advanced study of microbes, their metabolism, symbiotic interactions and applications in industrial processes. The course includes studies of microbial ecology with an emphasis on the role of microorganisms in the environment.

Prerequisite: Undergraduate course in Microbiology, or B.S. in Biology

Special fee

On Occasion, 4 credits

BIO 651 Comparative Animal Physiology

This course presents selected topics in animal physiology to show the variety of physiological mechanisms in different animal groups and illustrates some of the trends in physiological adaptation to changing environments. Among the topics to be included are osmoregulation, excretory mechanisms, respiratory pigments, temperature regulation, movement and neural control.

Prerequisite: College course in Zoology, preferably Animal Physiology and/or Vertebrate Anatomy

On Occasion, 3 credits

BIO 700 Special Problems in Biology

In this course, the student explores a research problem under the guidance of a member of the biology faculty.

Every Semester, 1, 2 or 3 credits (to be determined with approval of the Biology department chairperson and the mentor)

BIO 707-708 Research and Preparation of Thesis

This course is open only to matriculated students. Approval of department chairperson and mentor is required. In this course, the student selects a thesis topic which the student completes under the supervision of a faculty member.

Special fee

Every Semester, 3 credits per semester

Criminal Justice

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Mission Statement

The Master of Science in Criminal Justice is designed for students with varying academic backgrounds interested in careers in the private or public sectors. The program offers an in-depth, 21st century curriculum geared toward forensics, technology and criminological theory. In addition to a concentration in traditional criminal justice, specializations are available in Fraud Examination and Security Administration. These fields of study prepare students for modern-day careers in cyberspace crime detection, law enforcement management systems, and security management. The major also serves as a well-planned course of study for those planning to continue with their graduate work toward advanced degrees in criminology and criminal justice.

The department's staff is comprised of both full-time and adjunct faculty. Full-time faculty members are involved with multifaceted research related to the many areas of criminal justice. Adjunct faculty members are working criminal justice system professionals.

The complete set of rules and regulations to maintain matriculation as well as other requirements to obtain the M.S. degree in Criminal Justice are available from the graduate counselor in the Department of Criminal Justice.

Admission Requirements

A student applying for admission to the program must have a bachelor's degree and a minimum of a 3.00 undergraduate cumulative grade point average. An applicant must also submit two letters of recommendation and a personal statement.

Residence Requirements and Transfer Credits

A degree candidate must complete at least 24 credits in residence. Residency is defined as the completion of graduate courses offered by the department or by other graduate departments. Graduate courses taken at other institutions before admission, may, if approved by the chairperson, be applied toward the master's degree. Transfer credit is limited to 12 semester hours of credit and granted only for grades of B or better.

Matriculation Policy

A student is fully matriculated into the Department of Criminal Justice when he or she meets all of the admission requirements for the Master of Science in Criminal Justice degree program.

Limited Matriculation

Limited matriculation indicates that the student does not meet some requirements for full matriculation. In cases where any of the supporting documents specified are missing, an applicant may be granted conditional acceptance.

Permission to enroll as a limited matriculant will be granted by the Admissions Committee of the Department of Criminal Justice only to those applicants who appear to meet the admission standards. Such students will be required to furnish these missing documents within the first semester of enrollment.

Probation

A student must maintain at least a 3.00 cumulative grade point average in the M.S. program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Criminal Justice, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program.

Incomplete Grades

Under special circumstances, a faculty member may assign a grade of Incomplete (I). An Incomplete in CRJ 707 or CRJ 708 must be removed within 18 months and an Incomplete for all other courses must be removed within six months from the start of the semester subsequent to the semester in which the Incomplete was issued.

Alternate Site Locations

The Department also offers the Master of Science in Criminal Justice at the Brentwood Campus of Long Island University in Suffolk County. All program and course requirements of the C.W. Post Campus are in effect for all extension facilities.

Criminal Justice Institute – Department of Criminal Justice

The Criminal Justice Institute sponsors various lectures and conferences throughout the academic year. The Institute focuses on important contemporary issues and recognizes a sensitivity to major concerns in the field of justice and security administration.

In addition to fostering dialogue among practitioners and academicians, the Institute publishes proceedings of conferences and research findings as well as articles by faculty and guest writers.

Criminal Justice – M.S.

The Master of Science degree in Criminal Justice is awarded upon successful completion of 36 credit hours of coursework. The curriculum requires 21 credits of required coursework and 15 credits of electives. Students may substitute 15 credit hours in a specific concentration for the required 15 credits of electives.

Degree Requirements

Required Courses (21 credits)

CRJ 555 Technology and the Criminal Justice System

*CRJ 675 Critical Issues in Law and Society

CRJ 690 Theories of Crime Causation

CRJ 699 Foundations of Scholarship

CRJ 700 Research Design and Method

CRJ 707 Thesis Research

CRJ 708 Thesis Consultation

**Not required by the 18-credit Fraud Examination concentration*

Electives (15 credits)

Five 3-credit elective courses

Total credits – 36

Concentrations

The M.S. degree program offers students the opportunity to specialize in one of the following concentration areas.

Fraud Examination (18 credits)

CRJ 801 Introduction to Fraud Examination

CRJ 802 Methods of Fraud Examination

CRJ 803 Auditing Principles in Fraud Examination

CRJ 804 Professional Accounting Standard in Fraud Examination

CRJ 805 Fraud Examination and the Law

CRJ 806 Ethics in Fraud Examination

Security Administration (15 credits)

CSA 546 Theories of Private Security and Loss Prevention

CSA 571 Private Security Administration

CSA 581 Security of Intellectual Property

CSA 582 Instructing Security Trainers

CSA 583 Security Law

CSA 587 Institutional Security Planning

CSA 593 Investigation Management

Criminal Justice Course Descriptions

CRJ 555 Technology and the Criminal Justice System

This course is an analysis of high-tech society, the impact of advanced technology on the crime scene and its application in criminal justice management.

Annually, 3 credits

CRJ 675 Critical Issues in Law and Society

This course is an analysis of the ways laws evolve along with social change, the applicability of laws in relation to the criminal justice system and the structure of society and the viability of laws in relation to changing moral standards.

Annually, 3 credits

CRJ 690 Theories of Crime Causation

This course is a survey of the theoretical implications of criminal acts in relation to behavioral systems. It is an analysis of sociogenic, psychogenic, economic, anthropological and physical-type theories.

Annually, 3 credits

CRJ 699 Foundations of Scholarship

This course must be taken in the student's first semester of attendance in order to develop tools for conducting research and for writing papers in the field of criminal justice. The course explores approaches to writing a research paper, forms of documentation, library resources, data sources and computer usage.

Annually, 3 credits

CRJ 700 Research Design and Methods

This course must be taken in the student's first or second semester of attendance. It is a survey of research designs, analytical techniques and the preparation of research papers.

Annually, 3 credits

Capstone

CRJ 707 and 708 Thesis and Research Consultation

CRJ 707 and CRJ 708 must be taken consecutively in the student's last two semesters of study after having maintained a 3.00 or better GPA

CRJ 707 Thesis Research

This course is taken prior to CRJ 708. It is an advanced study of the scientific method in the discipline of Criminal Justice, together with the preparation of a master's thesis proposal and an outline of the thesis.

Prerequisites: CRJ 699, CRJ 700

Every Semester, 3 credits

CRJ 708 Thesis Consultation

This course is the actual writing of the thesis.

Prerequisites: CRJ 699, CRJ 700 and CRJ 707

Every Semester, 3 credits

Criminal Justice Specialization Course Descriptions

Fraud Examination

CRJ 801 Introduction to Fraud Examination

This course is an analysis of the fraud problem and its impact, both economic and social, on America. Pertinent white collar crime laws and the various enforcement and prosecutorial agencies that deal with fraud are also discussed.

On Occasion, 3 credits

CRJ 802 Methods of Fraud Examination

Various investigative and auditing techniques essential to the prevention, detection and resolution of fraud problems are examined in this course.

Prerequisite or Corequisite: CRJ 801

On Occasion, 3 credits

CRJ 803 Auditing Principles in Fraud Examination

This course studies the Detecting of Fraud through the use of auditing techniques, ratio analysis, statistical methods application, and other pertinent accounting methods. The course includes controls to detect and prevent fraud.

Prerequisite: CRJ 802

On Occasion, 3 credits

CRJ 804 Professional Accounting Standards in Fraud Examination

This course is the analysis of past and present professional accounting and auditing standards and their application to fraud problems. The changes occurring in the accounting profession and their implication on the growing threat of white collar crime are discussed.

Prerequisite or Corequisite: CRJ 803

On Occasion, 3 credits

CRJ 805 Fraud Examination and the Law

This course discusses the application of federal and state criminal and civil statutes and a detailed application of these laws to current and historical fraud cases. The rules of criminal and civil procedure are studied. The course includes a

review of cases from the common law to decisions of the U.S. Supreme Court that frame the overall fraud discussion.

Prerequisite: CRJ 804

On Occasion, 3 credits

CRJ 806 Ethics in Fraud Examination

This course analyzes the professional responsibilities and limitations of auditors, investigators, lawyers and fraud examiners. Ethical considerations of a consultancy and conduct as an expert witness are discussed. The confidential relationship between a fraud examiner and a client are studied.

Prerequisite or Corequisite: CRJ 805

On Occasion, 3 credits

Security Administration

CSA 546 Theories of Private Security and Loss Prevention

This course is an analysis of the operative principles in deterring business and industrial crime. The concept of defensible space, internal and external access control and psychological security barriers are all discussed.

On Occasion, 3 credits

CSA 571 Private Security Administration

This course is the study of the organization, administration and management of security, plant protection, and loss prevention. Policy and decision-making, personnel, budgeting, safety and fire prevention programs in business, industry and government are covered.

On Occasion, 3 credits

CSA 581 Security of Intellectual Property

This course is a discussion of the clarification and classification of intellectual property. Particular attention is paid to the use of management skills in stating and implementing company security policy safeguards.

On Occasion, 3 credits

CSA 582 Instructing Security Trainers

This course covers instructional techniques for security trainers in the preparation and presentation of loss prevention and loss control knowledge and skills, and is a course in training the trainers.

Prerequisite: CSA 581

On Occasion, 3 credits

CSA 583 Security Law

This course is a survey of the major legal issues in criminal and civil law impacting on the private security industry. The course is a discussion of self-incrimination, search and seizure, electronic eavesdropping, coerced confessions, right to

counsel, illegal detention, use of deception devices, interrogation techniques and professional ethical responsibilities.

On Occasion, 3 credits

CSA 587 Institutional Security Planning

This course is the comparative analysis of relevant security problems in public and private institutional settings.

On Occasion, 3 credits

CSA 593 Investigation Management

This course is an examination of investigation techniques involved in hiring practices, loss control, crime and regulatory agency violations.

On Occasion, 3 credits

General Electives

CRJ 523 Computers and the Criminal Justice System

This course is an explanation of the application of basic computer technology in the criminal justice system. This course includes a discussion of more effective and efficient use of computer systems in various aspects of agency work.

On Occasion, 3 credits

CRJ 525 Teaching Criminal Justice

This is a course designed primarily for secondary school teachers that surveys the component parts of the criminal justice system. Particular attention is given to law enforcement agencies, courts, corrections, probation, parole and rights of the accused.

On Occasion, 3 credits

CRJ 529 Effectiveness of Prevention and Treatment Programs

This course is a review of the basic concepts and strategies in evaluative research. Topics include topologies of treatment and prevention programs, what works, measuring effectiveness, types of evaluative research designs and exemplary projects.

On Occasion, 3 credits

CRJ 530 Victimology

The criminal justice system is discussed with emphasis on treatment of the victims as well as how criminal justice agencies hinder or encourage the victim in reporting a victimization and processing the crime.

On Occasion, 3 credits

CRJ 536 Introduction to Forensic Technology

This course covers the technological aspects used by law enforcement in apprehension and prosecution of offenders. The course covers methods used including fingerprint discovery at crime

scenes, ballistic identification, document examinations, serology, and hair and fiber analysis.

On Occasion, 3 credits

CRJ 540 Employment Discrimination Law

This course is an overview of various laws that directly impact employers, managers and supervisors in both the public and private sector. The course covers diverse viewpoints regarding outstanding employment cases pertaining to personnel and discrimination issues.

On Occasion, 3 credits

CRJ 552 Communications and the Criminal Justice System

This course is a discussion of the role of mass media in vis-à-vis the criminal justice system-exposing deviant behavior, communicating information for arrest and crime prevention, prejudicing court procedures, misrepresentation, libel and defamation.

On Occasion, 3 credits

CRJ 560 Funding and Grant Evaluation

This course is a survey of the sources for criminal justice funding. The criteria and standards for meaningful evaluation of grants and reporting responsibilities of both agencies and independent evaluators are examined.

On Occasion, 3 credits

CRJ 565 Interpersonal Relations in Administration

This course is an analysis of group behavior in organizations, the dynamics of group membership and leadership as they relate to administration of business enterprise and contributions made by the behavioral sciences.

On Occasion, 3 credits

CRJ 570 Seminar in Criminal Justice

The seminar focuses on the major components of the criminal justice system. Special attention is given to the functions and role of the police, correctional institutions, courts, probation and parole. Integration of agencies, bureaucratic structures and value systems is also studied.

On Occasion, 3 credits

CRJ 577 Police and Professionalism

This course is an analysis of the concept of professionalism and its relation to social control with special reference to the police. Subject matter explores how professionalism may be functional or dysfunctional, the further accountability and ethical consideration in policy making, the control of police abuses and the self-regulation system.

On Occasion, 3 credits

CRJ 582 Psychiatry and the Law

This course is an examination of the legal implications in psychiatric diagnosis, commitment and treatment and the utilization of psychiatric testimony by judge and jury in the criminal justice system.

On Occasion, 3 credits

CRJ 585 Seminar in Court

Administration

This course is an overview of the administration and management of the court system. The purpose and functioning of a criminal court jurisdiction and the management of intake and control of the participating parties is covered.

On Occasion, 3 credits

CRJ 600, 601 Advanced Standing Criminal Justice

This course is an independent study in a selected area of criminal justice under the supervision and direction of a member of the criminal justice faculty.

On Occasion, 3 credits

CRJ 630 Forensic Psychology

This course examines the part that psychology plays with all facets of the police, courts and corrections. The course probes the interaction of all components and the role of psychological interaction with these components.

On Occasion, 3 credits

CRJ 631 Seminar in Organized Crime

This seminar traces the historical roots of organized criminality from circa 1850 to the present. Structural models are compared for understanding "emerging" group; in that context, international aspects and transnational characteristics are examined. Special attention is paid to dependencies and cooperation among ethnicities.

On Occasion, 3 credits

CRJ 635 The Mass Murderer and the Violent Criminal

This course studies the biological, psychological, and environmental causes of the violent criminal. An in-depth study of individual offenders is made to analyze causation.

On Occasion, 3 credits

CRJ 640 Seminar in the Administration

This course is a comprehensive study of the juvenile justice system. The seminar deals with apprehension, adjudication, treatment and prevention as these relate specifically to the administration of juvenile justice.

On Occasion, 3 credits

CRJ 647 Forensic Investigation of Fire, Arson and Explosions

A safe and systematic investigation and analysis of fire and explosion incidents. Specific procedures will be presented to assist in these investigations.

On Occasion, 3 credits

CRJ 650 Class and Social Structure

This seminar examines American cultural pluralism and social structure and their impact on the criminal justice system.

On Occasion, 3 credits

CRJ 652 Seminar on the Grand Jury and the Petit Jury

This course is a study of the grand and petit juries and the present-day statutory and constitutional mandates affecting those institutions. Consideration is given to the alternatives to a grand jury system, the possible elimination of the grand jury as presently constituted, the waiver of grand jury presentment, as well as the functions performed and the safeguards, if any, achieved by our present system.

On Occasion, 3 credits

CRJ 655 Counseling in Criminal Justice

This course is a survey of individual and group counseling techniques for use in treatment-oriented criminal justice agencies. The different counseling techniques in probation, parole, corrections, and drug and alcohol treatment agencies are all explored.

On Occasion, 3 credits

CRJ 656 Managerial Supervision

This course is a study of the theories, methods and practices in the administration of punishment. Among the topics covered are trends in punitive policy practices on the local, state and national levels.

On Occasion, 3 credits

CRJ 658 Crisis Intervention in Criminal Justice

This course is a survey of the application of crisis negotiation techniques as they apply to probation, parole, corrections and law enforcement agencies.

On Occasion, 3 credits

CRJ 660 Principles and Methods of Rehabilitation of Offenders

This course is an overview of the methods used in the rehabilitative process. The synthesis of theory with primary emphasis on social and cultural milieus is considered.

On Occasion, 3 credits

CRJ 665 Criminal Justice Response to Domestic Violence

The course deals with the historic, social and legal forces that have shaped the criminal justice response to domestic violence.

On Occasion, 3 credits

CRJ 670 Narcotic Addiction, Alcoholism and Crime

This course is a survey of the multi-factorial causes of chemical abuse; primarily, addiction to narcotics and alcohol, the characteristics of the addict and abuser and the legal sanctions developed for its control.

On Occasion, 3 credits

CRJ 680 Graduate Internship

This course is a planned program of observation and participation in selected criminal justice agencies. It explores the gap between the development of criminological theory and the practical application of that theory.

On Occasion, 3 credits

CRJ 686 Seminar in Justice

This course is a comprehensive examination of the organization and management of criminal justice agencies. Particular attention is paid to organization principles and practices, structure, supervision, administrative communications and the fiscal management of the criminal justice budget.

On Occasion, 3 credits

CRJ 689 Planning and Management

This course is a systematic analysis of parole and probation management at the administrative, supervisory and line levels.

On Occasion, 3 credits

CRJ 697 Workload Management

This course examines the workload management for probation and parole staff at the administrative, supervisory and line levels.

On Occasion, 3 credits

CRJ 698 Crime and Criminality in Cinematography

This course is an overview of the various components of the criminal justice system as seen through the case studies presented through the medium of cinematography. Films dealing with court procedures, juries, police practices, prosecutorial problems, sentencing procedures, prisons, causes of crime and corrections are explored.

On Occasion, 3 credits

CRJ 734 Forensic Homicide Investigation

Students gain knowledge of the crime regarded as the most heinous of all criminal acts. Investigative techniques used, the importance of the medical examiner's autopsy, and the time factors involved in the solution are discussed.

On Occasion, 3 credits

Student Organizations

Criminal Justice Association

The Criminal Justice Association is a student-run organization devoted to research and networking within the criminal justice system. A student newsletter is published displaying the results of the association's research.

Alpha Phi Sigma

The Epsilon Beta Chapter of Alpha Phi Sigma (the National Criminal Justice Honor Society) is located on the C.W. Post Campus. Graduate students who maintain a minimum overall index of 3.50 are eligible to apply. The chapter recognizes outstanding scholarship and the academic ability of all Criminal Justice students.

Delta Sigma Pi

Delta Sigma Pi is an international coed professional fraternity that sponsors professional speakers, serves the community/university, and strives to promote scholarship among fellow students. The Zeta Omicron Chapter was founded in 1965 on the C.W. Post Campus.

EARTH AND ENVIRONMENTAL SCIENCE

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Earth and Environmental Science Department – Overview

The Earth and Environmental Science Department offers a Master of Science in Environmental Studies and a Master of Science in Earth Science. In conjunction with the School of Education, the Department also offers a Master of Science in Earth Science: Middle Childhood

Education (5-9) and a Master of Science in Earth Science: Adolescence Education (7-12). The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools.

The Graduate Environmental Studies Program is offered in conjunction with the College of Liberal Arts and Sciences departments of Biology, Chemistry, Economics, and Philosophy; the College of Management Department of Health Care and Public Administration; and the College of Information and Computer Science Department of Computer Science.

Earth Science - M.S.

The Master of Science in Earth Science prepares teachers, environmental leaders, industry consultants, planners and others to manage community and natural resource concerns.

The program will satisfy New York State certification requirements for graduates who are teachers who hold initial certification but need a master's degree to secure permanent teacher certification in the State of New York. The program may also benefit fully certified teachers who wish to expand their field of certification. Students also will be able to use the degree as a stepping stone to a Ph.D. in Earth Science.

Entry Requirements

A bachelor's degree, preferably in a natural science, with a minimum GPA of 3.0. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor.

Degree Requirements

Candidates for the Master of Science in Earth Science must take a minimum of 32 credits. Students may choose to write a thesis or to take a comprehensive examination.

To ensure both the quality of the education and serving student interests, students are required to meet with and obtain the approval of the program advisor in planning their courses of study.

For degree requirements and more information contact the Earth and Environmental Science graduate advisor, Dr. Margaret F. Boorstein at (516) 299-2318 or e-mail: maboorst@liu.edu or visit our Web site at www.liu.edu/earthsciencems.

Required Courses	Credits
ERS 513 The Earth Environment I	4
ERS 514 The Earth Environment II	4
Total Required Credits	8

Elective Courses	Credits
AST 501 Spherical and Elliptical Astronomy	3
ERS/GGR 501 Mapping Environmental Data with GIS	3
ERS/GGR 502 GIS Applications	3
ERS/GGR 515 Principles of Meteorology	3
ERS/GGR 522 Natural Disasters	3
ERS/GLY 529 Global Climate Change	3
ERS 535 Field Studies in Earth Science	1-3
GGR 518 Topics in Applied Conservation	3
GGR 535 Field Studies in Geography	1-3
GLY 502 History of the Earth	3
GLY 510 Oceanography	3
GLY 511 Continental Drift and Plate Tectonics	3
GLY 513 Marine Geology	3-4
GLY 514 Marine Sedimentary Environments	3
GLY 516 Physical Oceanography	3
GLY 517 GLY 518 Groundwater Geology	3
GLY 519 Coral Reef Geology	3
GLY 520 Sedimentary Geology	3
GLY 521 Stratigraphy	3
GLY 523 Environmental Geochemistry	3
GLY 526 Earth Materials	3
GLY 533 Methods of Field Geology for Earth Science Teachers	3
GLY 535 Field Studies in Geology	1-3

Students who choose the thesis option will take two courses:

	Credit
ERS 707 Thesis Research	3
ERS 708 Thesis	3

Students who do not choose the thesis option will take two courses from the choice of electives and are required to pass a comprehensive examination. If a student does not pass the comprehensive examination, he or she, at the discretion of the Department, may take the examination a second time. If the student fails a second time, the student may not receive the degree.

Total Credits	32
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The 32 credits include eight required credits plus 24 elective credits. For the thesis option, 18 credits are chosen from the list of electives and 6 credits are the thesis research and thesis preparation course.

Earth Science: Adolescence Education (7-12) – M.S.

Admission to Degree Program

A student interested in being considered for the Master of Science in Earth Science: Adolescence Education (7-12) program must submit an application to the Graduate Admissions Office. Admission to the program requires a bachelor's degree (B.A. or B.S.) in a natural science (e.g., biology, chemistry, geology, physics) and admission to the School of Education. However, applicants with other bachelor's degrees may be admitted as limited matriculants. Further information is available by contacting the departmental academic counselor.

Degree Requirements

The Master of Science in Earth Science: Adolescence Education (7-12) program requires 20 credits in earth science courses. The Department of Curriculum and Instruction specifies credits in education. Students without education courses on the undergraduate level may need to take additional courses in education. Successful completion of comprehensive examinations in education and in earth science is also required.

The student must maintain a cumulative GPA of 3.00 in the School of Education and in the Liberal Arts and Sciences content area. In addition, any student who receives grades below (B) in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below (B) may lose his or her matriculated status or may be dismissed from the graduate program.

Policy on Grades Below B

The student must maintain a cumulative GPA of 3.0 in the School of Education and in Earth Science content courses. In addition, any student who receives grades below B (B-, C+, C, C-, F) in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below (B) in Earth Science may lose

his or her matriculated status or may be dismissed from the graduate program. A student with two grades below a B (B-, C+, C, C-, F) in Earth Science will be required to take an additional course or take a course over again, with permission of the department. The student must receive a B or better in that course. An exception to the requirement to take an additional course may be made, at the department's discretion, for a student who has two B- grades.

Required Courses:	Credits
ERS 513 Earth Environment I	4
ERS 514 Earth Environment II	4

Required courses may be waived upon providing the Earth Science Education program graduate academic counselor with documentation indicating successful completion of these or equivalent courses.

Elective Courses:	Credits
AST 501 Spherical and Elliptical Astronomy	3
ERS 515 Principles of Meteorology	3
ERS 700 Research Problems in Earth Science	1 or 2
GGR 518 Topics in Applied Conservation	3
GLY 510 Oceanography	3
GLY 511 Continental Drift and Plate Tectonics	3
GLY 513 Marine Geology	4
GLY 514 Marine Sedimentary Environments	3
GLY 516 Physical Oceanography	3
GLY 517 Geomorphic Processes	3
GLY 518 Groundwater Geology	3
GLY 520 Sedimentary Geology	3
GLY 521 Stratigraphy	3
GLY 523 Environmental Geochemistry	3
GLY 524 Methods of Mineral Identification	3
GLY 526 Earth Materials	3
GLY 533 Methods of Field Geology for Earth Science Teachers	3
GLY 549 The Age of Mammals	3

Literacy Requirements

To satisfy the literacy requirement for the M.S. Degree in Earth Science: Adolescence Education (7-12), students must choose one of the following advanced electives to complete their course of study.

GLY 510 Oceanography
GLY 511 Continental Drift and Plate Tectonics
GLY 520 Sedimentary Geology
GLY 521 Stratigraphy
GGR 518 Topics in Applied Conservation

Comprehensive Examination

Upon completion of required Earth Science courses, and before graduation from the program, each candidate must pass the Earth Science Comprehensive Examination consisting of questions pertaining to his or her course of study in the earth sciences.

Students should take the Earth Science Comprehensive Examination no earlier than their final semester of coursework. Students who fail the Comprehensive Examination may, under special circumstances, take the examination again. Students who fail the examination a second time will not be awarded the master's degree.

Note: The Earth Science Comprehensive Examination is administered by the Department of Earth and Environmental Science as a requirement for the master's degree in Adolescence Earth Science Education. It is in addition to other examinations administered by the School of Education and the New York State Department of Education (such as the Content Specialty Test required for teacher certification).

Please contact the School of Education for further information.

Earth Science Middle Childhood Education (5-9) – M.S.

Students should consult with the academic advisors in the School of Education and College of Liberal Arts and Sciences for degree and course requirements for the Middle Childhood Education (5-9) program.

Earth Science Course Descriptions

Astronomy**AST 501 Spherical and Elliptical****Astronomy**

The course is devoted to an advanced study of astronomical concepts, especially the motions of the earth and other bodies in the solar system and the physical phenomena to which they give rise. Topics include the Celestial Sphere, the Sun, Precession of the Equinoxes, the Observer-Based Celestial Sphere, Diurnal Motion, the Celestial Meridian, the Solar System, Planetary Orbits and Motions, the Moon and Eclipses.

On Occasion, 3 credits

Earth Science**ERS 501 Mapping Environmental Data with GIS**

This is a hands-on, introductory geographic information system (GIS) course on managing spatial data using a computer. The course is based on the National Center for Geographic Information and Analysis introductory curriculum using ArcView software. The course addresses GIS principles, creating and querying spatial views and themes, importing and exporting data, map projections, geocoding, attribute tabular data, charts, layouts and applications. The course is lecture and laboratory and is designed for the practitioner and as an introduction to practical GIS applications.

Same as GGR 501

Prerequisite: Familiarity with Microsoft Windows

Annually, 3 credits

ERS 502 GIS Applications

This course explores technical issues in Geographic Information Systems (GIS) and the application of GIS in addressing environmental problems. GIS applications for environmental science and management decision support may include forest resource inventory, water resources and modeling, coastal evolution and sediment budget analysis, and urban planning and zoning.

Same as GGR 502

Prerequisite: ERS 501, equivalent, or instructor's permission

On Occasion, 3 credits

ERS 513 The Earth Environment I

This course consists of two hours of lecture, two hours of laboratory for four credits. Students not in the Earth Science Adolescence Education program may opt to take the course for three credits without the laboratory. This course is a study of the interrelationships that exist among various aspects of the natural environment. Topics covered include the Earth as a planet and Earth-Sun relationships as a basis for understanding the differential pattern of energy receipt on the Earth; elements of meteorology; the geographical pattern of world climates; relationship of climate to the basic biogeographical resources-vegetation and soils; the impact of man upon weather, climate, soils, and vegetation; and the resultant problems of conservation.

Same as GGR 513

Prerequisite: Graduate status or departmental permission

Laboratory fee when taken with laboratory Spring, 3 or 4 credits

ERS 514 The Earth Environment II

This course is two hours of lecture and two hours of laboratory for four credits.

Students not in the Earth Science

Adolescence Education program may opt to take the course for 3 credits without the laboratory. Topics covered in this course include: constitution and formation of the rocks of the earth; large-scale geological structures and global tectonics; the evolution of surface landscapes in response to internal crustal agents and agents operating externally to the earth's crust – weathering and erosion; and topographic maps and air photographs in the study of earth land-forms.

Same as GGR 514

Prerequisite: Graduate status or departmental permission

Laboratory fee when taken with laboratory Fall, 3 or 4 credits

ERS 515 Principles of Meteorology

This course examines atmospheric energy including composition of the atmosphere; insolation and the heat-budget of the earth; the geographical transference of heat-energy. The course also covers moisture in the atmosphere including evaporation, condensation and precipitation; adiabatic changes; atmospheric stability and instability and motion of the atmosphere such as controls on horizontal air-movements; global wind-belts and the general atmospheric circulation; air masses and fronts. Also discussed is weather forecasting including traditional and modern methods and the impact of man upon the weather.

Same as GGR 515

Prerequisite: ERS 513 (or equivalent) or departmental permission

On Occasion, 3 credits

ERS 522 Natural Disasters

This course examines how Earth processes when concentrated in space and time can become extreme events posing serious hazards to humans and their infrastructures. Emphasis is given to the fact that earthquakes, volcanoes, hurricanes, landslides, floods, and tsunamis are not disasters until a vulnerable group of people is exposed. Case histories describing emergency mitigation, preparation and recovery strategies will also be examined.

Same as GGR 522

On Occasion, 3 credits

ERS 529 Global Climate Change

This course will explore the issue of global climate change from the deep past through to the present and near future. Topics will include an introduction to the Earth's climate system, study of records of climate variations in the ancient past, more recent past, and ongoing natural variations, examination of the evidence as to whether humans may be inducing global warming today, projections for the amount of future

temperature rise, and consequences of higher temperatures such as rising sea level and more intense tropical storms.

Same as GLY 529

On Occasion, 3 credits

ERS 535 Field Studies in Earth Science

This course is designed for students who wish to participate in field-based, experiential learning opportunities in Earth Science in approved domestic or international locations. Enrollment in this course will be subject to the review and approval of the department of a specific course syllabus that is consistent with the area being studied.

Prerequisite: Departmental review and approval of relevant course syllabus for a particular course of field studies

Every Semester, 1-3 credits

ERS 700 Research Problems in Earth Science

This detailed study of a chosen research topic or problem is presented under the guidance of an Earth and Environmental Science faculty member.

On Occasion, 1 or 2 credits

ERS 707 Thesis Research

Students will work with an advisor to prepare a thesis proposal and conduct the necessary research. Approval of faculty advisor and department chair is required.

On Occasion, 3 credits

ERS 708 Thesis

Student will write and defend a thesis based on the research developed in ERS 707 as approved by the faculty advisor and two readers.

On Occasion, 3 credits

Geography

GGR 501 Mapping Environmental Data with GIS

This is a hands-on, introductory geographic information system (GIS) course on managing spatial data using a computer. The course is based on the National Center for Geographic Information and Analysis introductory curriculum using ArcView software. The course addresses GIS principles, creating and querying spatial views and themes, importing and exporting data, map projections, geocoding, attribute tabular data, charts, layouts and applications. The course is lecture and laboratory and is designed for the practitioner and as an introduction to practical GIS applications.

Same as ERS 501

Prerequisite: Familiarity with Microsoft Windows

Annually, 3 credits

GGR 502 GIS Applications

This course explores technical issues in Geographic Information Systems (GIS) and the application of GIS in addressing environmental problems. GIS applications for environmental science and management decision support may include forest resource inventory, water resources and modeling, coastal evolution and sediment budget analysis, and urban planning and zoning.

Same as ERS 502

Prerequisite: ERS 501, equivalent, or instructor's permission

On Occasion, 3 credits

GGR 513 The Earth Environment I

This course consists of two hours of lecture, two hours of laboratory for four credits. Students not in the Earth Science Adolescence Education program may opt to take the course for three credits without the laboratory. This course is a study of the interrelationships that exist among various aspects of the natural environment. Topics covered include the Earth as a planet and Earth-Sun relationships as a basis for understanding the differential patterns of energy-receipt on the Earth; elements of meteorology; the geographical patterns of world climates; relationship of climate to the basic biogeographical resources-vegetations and soils; the impact of man upon weather, climate, soils and vegetation; and the resultant problems of conservation.

Same as ERS 513

Prerequisite: Graduate status or departmental permission

Laboratory fee when taken with laboratory Spring, 3 or 4 credits

GGR 514 The Earth Environment II

This course consists of two hours of lecture, two hours of laboratory for four credits. Students not in the Earth Science Adolescence Education program may opt to take the course for three credits without the laboratory. Topics covered in this course include: constitution and formation of the rocks of the earth; large-scale geological structures and global tectonics; the evolution of surface landscapes in response to internal crustal agents and agents operating externally to the earth's crust – weathering and erosion; and topographic maps and air photographs in the student earth land-forms.

Same as ERS 514

Prerequisite: Graduate status or departmental permission

Laboratory fee when taken with laboratory Fall, 3 or 4 credits

GGR 515 Principles of Meteorology

This course examines atmospheric energy including composition of the atmosphere; insolation and the heat-budget of the Earth; and the geographical transference of heat-energy. The course covers

moisture in the atmosphere including evaporation, condensation and precipitation; adiabatic changes; atmospheric stability and instability and motion of the atmosphere such as controls on horizontal air-movements; global wind-belts and the general atmospheric circulation; air masses and fronts. Also discussed is weather forecasting including traditional and modern methods; and impact of man upon the weather.

Same as ERS 515

Prerequisite: ERS 513 (or equivalent) or departmental permission

On Occasion, 3 credits

GGR 518 Topics in Applied Conservation

The application of geographic principles to the problems of environmental conservation is discussed. The course will include detailed studies of selected aspects of resource conservation.

Students must demonstrate an ability to explain the various ways in which geographers and other environmental scientists organize knowledge and communicate the results of their research in their disciplines.

On Occasion, 3 credits

GGR 522 Natural Disasters

This course examines how Earth processes when concentrated in space and time can become extreme events posing serious hazards to humans and their infrastructures. Emphasis is given to the fact that earthquakes, volcanoes, hurricanes, landslides, floods, and tsunamis are not disasters until a vulnerable group of people is exposed. Case histories describing emergency mitigation, preparation and recovery strategies will also be examined.

Same as ERS 522

On Occasion, 3 credits

GGR 535 Field Studies in Geography

This course is designed for students who wish to participate in field-based, experiential learning opportunities in Geography in approved domestic or international locations. Enrollment in this course will be subject to the review and approval of the department of a specific course syllabus that is consistent with the area being studied.

Prerequisite: Departmental review and approval of relevant course syllabus for a particular course of field studies

Every Semester, 1-3 credits

Geology

GLY 502 History of the Earth

A journey through 4.6 billion years of Earth's history guided by geologic theories, principles, and methodologies. Emphasis

is on the remarkable events that have profoundly altered the Earth's continents, oceans, atmosphere and life as it has evolved through deep time to the present.
On Occasion, 3 credits

GLY 510 Oceanography

This course studies the geological, chemical, physical and biological aspects of the oceans. Topics include: crustal and sedimentary composition and processes, morphologic features and their origins, tides, waves, currents, coastal dynamics, ecosystems and the physical and chemical properties of water. Students must demonstrate an understanding of the development and organization of the discipline as well as an ability to communicate this understanding through the discursive conventions of the sciences.
On Occasion, 3 credits

GLY 511 Continental Drift and Plate Tectonics

This course investigates the development of the modern theory of the Earth from the theory of continental drift in the 1920s, through the observations that led to the plate tectonic revolution in the 1960s, to recent discoveries of the Earth's internal dynamics. Topics will also include past supercontinents, modern tectonically formed regions and the influence of tectonics on past and present climate. Through reference to classic papers, students will explore how earth scientists have approached outstanding problems in the large-scale dynamics of the Earth. Students must demonstrate an understanding of the development of the scientific knowledge as presented in the literature.

Prerequisite: One year of undergraduate Geology or departmental permission
On Occasion, 3 credits

GLY 513 Marine Geology

This course may be taken with or without the laboratory. Topics covered include the origin and nature of the crust and sediments of the ocean floor, and a survey of their exploration and exploitation.
Laboratory fee when taken with laboratory
On Occasion, 3 or 4 credits

GLY 514 Marine Sedimentary Environments

In this course, processes and sedimentation in various siliciclastic, carbonate and evaporite coastal environments and deep water settings including deltas, estuaries, beaches, tidal areas, shelves, platforms, slope and rise, oceanic ridges, trenches and abyssal plains. The course examines the characteristics of biogenic, authigenic and terrigenous sediments in

these environments. Topics are introduced as aims for learning. Students respond to the aims of each topic in a seminar discussion guided by a student leader and a workbook. Not open to students who have completed GLY 512 Marine Sedimentation and GLY 514 Coastal Environments.
On Occasion, 3 credits

GLY 516 Physical Oceanography

This course is a study of tides, waves, surface and deep currents and water movements in shallow areas of the ocean. Topics covered include the hydrodynamic equations used in calculating and describing the thermohaline circulation of the ocean and the transport of conservative and nonconservative water properties in the sea (heat, salinity, chemicals and elements).
On Occasion, 3 credits

GLY 517 Geomorphic Processes

This course is an analysis of the processes of erosion and deposition with special emphasis on their effects on short-term changes in landforms. Topics include slope processes and slope stability, and the geologic work of streams, waves and wind.
On Occasion, 3 credits

GLY 518 Groundwater Geology

This course considers the factors controlling the occurrence and movement of groundwater, the hydrologic cycle, groundwater regimes, theories and models of groundwater flow and storage, porosity and permeability, the geologic work of groundwater, exploration for groundwater, problems of groundwater quality and contamination, and groundwater management techniques.

Prerequisite: Physical Geology or permission of department
On Occasion, 3 credits

GLY 519 Coral Reef Geology

A coral reef field course, emphasizing coral reef facies, physical and chemical controls on carbonate sedimentation and diagenesis, coral reef ecology and paleoecology, Jamaica's stratigraphy and Caribbean tectonics. Two weeks of lectures, laboratory work and field trips to modern and ancient coral reefs: sediment and water quality surveys, snorkeling on coral reefs, examination of cave and shoreline environments, fault line orientation measurement, fossil, mineral and rock collection and identification. Accommodations, lectures and laboratory work at a marine laboratory on the north shore of Jamaica. SCUBA diving is optional for certified divers.
On Occasion, 3 credits

GLY 520 Sedimentary Geology

The study of the classification, origin and interpretation of sediments and sedimentary rocks. The course is concerned with the physical, chemical and biological properties of sedimentary rocks, the process responsible for these properties and how these characteristics provide the basis for interpreting paleoclimatology, paleogeography and paleoecology. Students must demonstrate an understanding of how geologists discover and organize knowledge, as well as an ability to communicate this understanding through the discursive conventions of the discipline.

Prerequisite: ERS 514 or one semester in Geology or instructor's permission
On Occasion, 3 credits

GLY 521 Stratigraphy

This course studies sedimentary rock strata and their age relationships, succession of beds, local and worldwide correlation of strata, and stratigraphic order and chronological arrangement of beds in the geologic column. Students will learn how to apply the principles of magnetostratigraphy, seismic stratigraphy, sequence stratigraphy and chemostratigraphy (isotope stratigraphy) to stratigraphic problems. Students must demonstrate an understanding of how knowledge is sought and tested in geology, as well as an ability to communicate this understanding through the discursive conventions of the discipline.

Prerequisite: ERS 514, or an undergraduate course in Physical Geology or Earth Science 2, or permission of the instructor
On Occasion, 3 credits

GLY 523 Environmental Geochemistry

This course is the study of the chemistry of the earth with emphasis on the surficial geologic environment. Topics include the chemistry of crustal rocks; chemical weathering and its products; the chemistry of natural waters and of soils; isotope geochemistry as a tracer of environmental processes; natural bedrock-related hazards such as radon; global chemical cycles, especially the role of geologic feedbacks in the carbon cycle; and the moderating effects on global change.

Prerequisites: At least one course in Introductory Chemistry and Introductory Geology respectively or permission of the instructor
On Occasion, 3 credits

GLY 524 Methods of Mineral Identification

This laboratory and field course deals with identification of minerals by their physical and chemical properties. Topics include optical methods such as special instruments and techniques, and evaluation and selection of mineral tests. The course is supplemented by field trips to select mineral collecting localities and is designed to assist teachers of earth science in the quick determination of minerals.

Prerequisite: Mineralogy or permission of instructor

Special fee

On Occasion, 3 credits

GLY 526 Earth Materials

A course studying the materials of the Earth's crust and surface, including the important rock-forming minerals; igneous rocks, igneous processes and igneous bodies; weathering, sediments and sedimentary rocks; metamorphic processes and metamorphic rocks. Minerals and rocks will be identified in hand specimen and under the microscope.

Prerequisites: ERS 514 or equivalent and one semester of Chemistry, or permission of instructor

On Occasion, 3 credits

GLY 529 Global Climate Change

This course will explore the issue of global climate change from the deep past through to the present and near future. Topics will include an introduction to the Earth's climate system, study of records of climate variations in the ancient past, more recent past, and ongoing natural variations, examination of the evidence as to whether humans may be inducing global warming today, projections for the amount of future temperature rise, and consequences of higher temperatures such as rising sea level and more intense tropical storms.

Same as ERS 529

On Occasion, 3 credits

GLY 533 Methods of Field Geology for Earth Science Teachers

The course is designed to provide field experience including geological mapping, field study of primary and secondary structures, and methods of collecting fossils.

Prerequisite: One year of Introductory Geology or permission of the instructor

On Occasion, 3 credits

GLY 535 Field Studies in Geology

This course is designed for students who wish to participate in field-based, experiential learning opportunities in Geology in approved domestic or international locations. Enrollment in this course will be subject to the review and approval of the department of a specific course syllabus that is consistent with the area being studied.

Prerequisite: Departmental review and approval of relevant course syllabus for a particular course of field studies
Every Semester, 1-3 credits

GLY 549 The Age of Mammals

This course covers the history of mammals from the end of the Cretaceous period to the present as interpreted in the fossil record. Evolution, migration and extinction of various groups and faunas of mammals are related to changing environments and changes in the distribution of land and sea as inferred from the geologic record. The course is especially useful for teachers of science. Some knowledge of paleontology or zoology is helpful.

Prerequisite: Physical and Historical Geology or instructor's permission

On Occasion, 3 credits

ENGLISH

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Degree Programs – Overview

The Department of English offers a Master of Arts in English. In conjunction with the School of Education, the Department also offers a Master of Science in English: Middle Childhood Education (5-9) and a Master of Science in English: Adolescence Education (7-12). The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools.

The graduate English programs are designed to enhance literary appreciation and insight and to foster mastery of the English language – goals which promote personal enrichment and which prepare the student not only for a career in teaching, but also for a wide range of positions in business and industry.

Admission to English Degree Programs

Applicants for admission to the graduate program must have an undergraduate cumulative average of 3.00, an average in the major of 3.50, and 24 credits in English. Students who lack any of these prerequisites may enter as non-matriculants or as limited matriculants. A limited

matriculant is one who enrolls in courses before the admissions procedure is complete, who needs to make up a deficiency, or whose undergraduate record calls for probationary status. A non-matriculant is a student who is not pursuing the Master of Arts degree but, wishes to take courses for personal reasons. A limited matriculant may apply in writing to the graduate academic counselor for a change of status to full matriculation upon removal of all deficiencies and upon completion of 12 credits of graduate English courses with a cumulative average of at least 3.00. Non-matriculants who decide to matriculate must reapply to the Graduate Admissions Office and then be reviewed by the department's graduate academic counselor. Applicants to the graduate program are required to submit a sample of academic writing.

All applicants should meet with the graduate academic counselor to design a program of study. Limited matriculants are cautioned that courses that they complete before full matriculation is approved may not constitute an acceptable program.

Admissions procedures for the Master of Science in English: Adolescence Education (7-12) are initiated in the graduate School of Education, but matriculant status is determined jointly by the graduate academic counselors in that school and in the English Department. All candidates for this degree are expected to comply with the same conditions as those set down for the Master of Arts candidates and should meet with the English Department graduate academic counselor early in the admissions procedure in order to design a suitable program of study.

Admission procedures for the Master of Science in English: Middle Childhood Education (5-9) can be obtained from the student's academic advisor in the School of Education.

English – M.A.

Degree Requirements

The M.A. in English requires 30 credits of coursework and a thesis (ENG 708) for three additional credits. ENG 510 Research Methods and Critical Writing or another course with disciplinary methodology (ENG 505 Classical Rhetoric, ENG 563 Comparative

Literature or ENG 670 The Critical Tradition) is required and should be taken in the first year of graduate study. There are no other required courses, but courses taken should represent a broad range of periods and subject matter.

English: Adolescence Education (7-12) – M.S.

Degree Requirements

The M.S. in English: Adolescence Education (7-12) requires 18 credits in English, including ENG 510 Research Methods and Critical Writing or another course with disciplinary methodology (ENG 505 Classical Rhetoric, ENG 563 Comparative Literature or ENG 670 The Critical Tradition).

Additional English courses that fulfill the graduate distribution requirements for the M.S. in English for Adolescence Education (7-12) and for the M.S. in English for Middle Childhood Education (5-9) must be taken in five of six broad areas of study (one course per area):

Medieval Literature or History of the Language
 ENG 513 History of the English

Language
 ENG 650 Chaucer
 ENG 651 Middle English Literature

English Renaissance Literature
 ENG 643 Shakespeare
 ENG 645 Literature of the English
 Renaissance
 ENG 653 Metaphysical Poetry
 ENG 654 Milton

Restoration and 18th Century Literature
 ENG 572 The English Novel
 ENG 658 18th Century Literature and
 Life
 ENG 659 Restoration and Eighteenth
 Century Drama

19th Century British Literature
 ENG 572 The English novel
 ENG 655 The Romantic Movement
 ENG 656 Studies in Victorian Literature

American Literature
 ENG 500 Contemporary Literature
 ENG 533 Contemporary American
 Drama
 ENG 622 American Renaissance
 ENG 623 Late 19th Century American
 Literature
 ENG 624 20th Century American
 Literature

Modern Literature

ENG 500 Contemporary Literature

ENG 533 Contemporary American
Drama

ENG 558 The Irish Literary Renaissance

ENG 624 20th Century American
Literature

ENG 631 Modern Poetry

ENG 632 The Modern Novel

ENG 634 Modern Drama

ENG 657 Modern British Literature

Although some courses appear in more than one area, students cannot use the same course to satisfy the requirement in multiple areas.

The following courses have changeable topics and may be used to fulfill various distribution requirements as appropriate depending on the topic and with approval of the graduate advisor:

ENG 684 Seminar in a Major Author

ENG 688 Special Literary Topics

ENG 690 Independent Study

There is a comprehensive written essay examination covering the course work in English. Students who fail the comprehensive exam in English may retake it, after a three-month period. A second failure is final and subsequently no degree will be awarded. The Department of Curriculum and Instruction specifies credits in Education and an examination on these courses. Students without Education courses on the undergraduate level may need to take additional courses in Education.

English: Middle Childhood Education (5-9) – M.S.

The M.S. in English: Middle Childhood Education (5-9) has the same English requirements as the M.S. in English: Adolescence Education (7-12). For requirements in Education, students should consult with the graduate academic counselors in Curriculum and Instruction.

Policy on Academic Standing

A student must maintain a cumulative GPA of at least 3.00 in English courses. Students in joint programs with the

School of Education must separately maintain a cumulative GPA of at least 3.00 in Education courses as well. In addition, any student who receives grades below B (including grades of B-) in two graduate courses (in English, Education, or a combination) is considered to have an academic deficiency. A student who receives a third such grade may lose matriculated status or may be dismissed from the graduate program.

English Course Descriptions

ENG 500 Contemporary Literature

This course presents a critical examination of several facets of contemporary world literature in verse and prose. The authors will vary from semester to semester, but will include one or two writers of experimental fiction, at least one figure of international stature, and several contemporary poets.

On Occasion, 3 credits

ENG 505 Rhetoric

In this survey of the history and nature of rhetoric through reading and discussion of classical and more modern works of theory, consideration is given to applications of rhetorical theory and the production and evaluation of writing with some attention to style in the students' own work.

On Occasion, 3 credits

ENG 510 Research and Criticism

Faculty-directed literary research and writing culminates in a 15 to 20 page paper using MLA format. The subject matter is in the area of the instructor's expertise, and special attention is given to the study and practice of various modern critical approaches – psychoanalytic, feminist, new historical, demonstrative and cultural studies.

Every Semester, 3 credits

ENG 511 Style and Syntax

Cross-listed as LIN 511

An advanced course in English grammar and syntax for writers and others who need a theoretical and technical knowledge of the field. The course will introduce students to various modern theories of grammar through intensive analysis of the language of English sentences.

Some attention will be given to style and discourse analysis of longer texts.

On Occasion, 3 credits

ENG 512 Descriptive Linguistics

Cross-listed as LIN 512

This overview of descriptive linguistics

includes the study of components of language such as phonemics, morphology, grammar and semantics.

Note: Not open to students who took ENG 516 before 1994

Annually, 3 credits

ENG 513 History of the English Language

The course presents a historical and linguistic study of the development of our language from the Anglo-Saxon period to the present.

On Occasion, 3 credits

ENG 514 Historical Linguistics

Cross-listed as EDU 838 and LIN 514

This historical survey of language study gives special attention to the classical origins, the extensive development in the 19th century, and the current understanding of the classification of languages into families. Topics include how languages change by analogy, how the sounds of language change over time, and how borrowing occurs.

On Occasion, 3 credits

ENG 515 Sociolinguistics

Cross-listed as LIN 515

In this course, topics covered include basic sociolinguistic concepts, social stratification of language and dialect interaction, stable and unstable bilingualism, language planning, and sociolinguistic field methods.

Spring, 3 credits

ENG 516 Psycholinguistics

Cross-listed as LIN 516

This course explores linguistic aspects of biology and physiology, speech and language rehabilitation, optimum age for language study, psychology of learning and motivation in the foreign language, human ability to recognize and reproduce speech sounds, and the pathology of language.

On Occasion, 3 credits

ENG 517 Applied Linguistics

Cross-listed as LIN 517

This introduction to applied linguistics will examine several ways that scholars and educators use linguistics and related sciences to identify and address such issues as problems in language and culture as language and literacy, cross-cultural communication, language education and academic development, foreign language education, language proficiency assessment, bilingual and vernacular language education, language policy and planning, and linguistic public policy.

On Occasion, 3 credits

ENG 518 Cultural Linguistics

Cross-listed as EDU 837 and LIN 518
This course is an exploration of human communication in its cultural context including the origins of language, the creation of new languages, signs and symbols, nonverbal communication, and contemporary issues in language and culture.
Annually, 3 credits

ENG 531 Theories of Academic Literacy

The purpose of this seminar is to enable students to become informed of writing theories and tutoring practices. Students will study the needs of students from a range of cultures, language backgrounds and life experiences who want to succeed at writing for a variety of audiences and purposes. By the end of the semester, students will be able to theorize from experiences about the intersections of language, culture, disciplines and academic literacies.
On Occasion, 0 credits

ENG 533 Contemporary American Drama

This course is a study of plays and other dramatic presentations from the mid-20th century to the present. It is designed to introduce students to the temper and forms of recent American Drama and to familiarize them with significant changes that developed in the genre. Readings include works by playwrights Hansberry, Albee, Shepard, Baraka, August Wilson, Marsha Norman, Wasserstein, Mamet, Lanford Wilson, Kushner and others. Non-traditional dramatic forms like the musical, the monologue and the performance piece are considered.
On Occasion, 3 credits

ENG 541 World Drama

In this course, drama from primitive man to the present, touching upon Eastern as well as Western plays, is covered. Emphasis is placed on the theater as a unity of play, performance and audience.
On Occasion, 3 credits

ENG 558 The Irish Literary Renaissance

Yeats, Lady Gregory, Synge, Joyce and O'Casey are studied against the social and political backgrounds of their time.
On Occasion, 3 credits

ENG 563 Comparative Literature

This course is a study of the different critical methods of the comparative literature discipline and the application of comparative approaches to the confluence of literary themes and techniques in Western literature.
On Occasion, 3 credits

ENG 572 The English Novel

The rise of the novel in the 18th century is traced in such authors as Defoe, Richardson, Fielding and Sterne. Issues of gender, class, economy, ideology and narrative strategy are explored in the development of the novel as the great middle-class art form in the 19th century in such authors as Austen, Dickens, Eliot and the Brontës. The questioning of traditional values emerges as a theme in the works of such later authors as Hardy, Conrad, Woolf, Joyce and Lawrence. Some consideration will also be given to fiction as a criticism of life, tension between nature and civilization, technical developments in point of view, and the representation of consciousness.
On Occasion, 3 credits

ENG 581 Writing Workshop

The course involves extensive scholarly and creative writing and practice in evaluating student writing.
On Occasion, 3 credits

ENG 582 Advanced Writing and Word Processing

This recommended elective for academic assistants and thesis candidates is not applicable as part of the minimum graduate course requirements in English. It is an advanced writing course using modern information processing technology to improve written composition, to facilitate the production of documented texts, and to examine the values and methods for using such skills in the teaching of writing.
On Occasion, 3 credits

ENG 622 American Renaissance

This course is a study of the major American writers of the mid-19th century and includes the works of Emerson, Thoreau, Poe, Hawthorne and Melville.
On Occasion, 3 credits

ENG 623 Late 19th Century American Literature

This course is a study of writers such as Dickinson, Whitman, Twain, James and Crane.
On Occasion, 3 credits

ENG 624 20th Century American Literature

Students participate in an intensive study of writers such as Fitzgerald, Hemingway, Faulkner, Pynchon and Morrison.
On Occasion, 3 credits

ENG 631 Modern Poetry

In this course, British and American poetry from Yeats to contemporary writers is presented.
On Occasion, 3 credits

ENG 632 The Modern Novel

In relation to the society of their times, the novelists Dostoevsky, Kafka, Mann, Joyce and Faulkner are discussed.
On Occasion, 3 credits

ENG 634 Modern Drama

This course explores major developments in technique, style and subject matter. Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Williams, Albee and Beckett are among the authors studied.
On Occasion, 3 credits

ENG 643 Shakespeare

In this course, Shakespeare's comedies, tragedies, histories and non-dramatic poetry are studied.
On Occasion, 3 credits

ENG 645 Literature of the English Renaissance

This course covers studies in literature from the dawn of the Golden Age to the death of Elizabeth including such figures as Shelton, Wyatt, Surrey, More and Sidney.
On Occasion, 3 credits

ENG 650 Chaucer

In this course, Chaucer's poems, with reference to the social, linguistic and literary background of medieval England, are presented.
On Occasion, 3 credits

ENG 651 Middle English Literature

In this course, lyric, romance, tale, fable and drama by Malory, Langland, Mandeville, The Pearl Poet, the Wakefield Master and others of the period 1100-1500 are covered.
On Occasion, 3 credits

ENG 653 Metaphysical Poetry

This course presents 17th century poets, including Donne, Herbert, Vaughan, Crashaw and Marvell.
On Occasion, 3 credits

ENG 654 Milton

In this course, Milton's poetry and prose, with reference to the religious and political background of the 17th century, is covered.
On Occasion, 3 credits

ENG 655 The Romantic Movement

This course studies the poetry and prose of the major Romantic writers such as Blake, Wordsworth, Coleridge, Shelley, Byron and Keats.
On Occasion, 3 credits

ENG 656 Studies in Victorian Literature

In this course, major poets and prose writers of the Victorian period such as Tennyson, Browning, Arnold, Dickens and the Rossetti's are studied.
On Occasion, 3 credits

ENG 657 Modern British Literature

This course analyzes the rise of modernism in Britain in the early days of the 20th century with an emphasis on writers' attempts to "experiment" with myth, convention and literary form. Topics include the poetry of Yeats, the World War I poets, Eliot, Auden; the fiction of Conrad, Lawrence, Woolf, Forster, Joyce; the drama of Shaw; their relation to shifting political and intellectual trends.
On Occasion, 3 credits

ENG 658 18th Century Literature and Life

A reading of major writers 1660-1800 (including Dryden, Swift, Pope and Johnson) and selected minor writers with a view of their world through music, theatre, cuisine, high life and low life.
On Occasion, 3 credits

ENG 659 Restoration and Eighteenth-Century Drama

This study of heroic drama, tragedy, comedy of manners, sentimental comedy, mock drama and farce from 1660 to 1800 considers the plays of Dryden, Congreve, Etherege, Farquhar, Gay, Fielding, Goldsmith, Sheridan and others.
On Occasion, 3 credits

ENG 670 The Critical Tradition

In this course, the great literary critics, from Aristotle to contemporary figures, are presented.
On Occasion, 3 credits

ENG 684 Seminar in a Major Author

Students participate in an in-depth study of a major author selected by the instructor and announced in the preceding semester. The course involves reading, research, reports and discussions and may be taken more than once if content is different.
Annually, 3 credits

ENG 688 Special Literary Topics

In a given term, the course consists of a close study of a genre, idea or literary circle designated by the faculty member offering the course. It may be taken more than once if content is different.
On Occasion, 3 credits

ENG 690 Independent Study

This independent research course is taken under the guidance of a professor of English, with the approval of the department chairperson. It may be taken more than once if content is different. May be taken only after completing 21 credits in English.
Every Semester, 3 credits

ENG 708 Thesis Seminar

Open only to matriculated students, this course involves actual preparation of the thesis under supervision. The completed thesis is evaluated by a three-member committee and is the subject of an oral examination.
Every Semester, 3 credits

ENVIRONMENTAL STUDIES

Phone: (516) 299-2428

Fax: (516) 299-3945

Web site:

www.cwpost.liu.edu/cwis/cwp/clas/ees/grad

Faculty

The faculty who teach in the Environmental Studies Program are from eight different academic disciplines.

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Environmental Studies – M.S.

The Graduate Program in Environmental Studies offers a Master of Science degree in Environmental Studies. It involves a number of academic disciplines: biology, chemistry, earth sciences, geology, geography, public administration, computer science/management engineering, economics and philosophy.

The 30-33 credit program of study offers two major areas of concentration: Environmental Science with specializations in ecology, environmental chem-

istry, marine and coastal studies, and geological environments; and Environmental Management with specializations in regional planning, environmental politics, urban environment and planning, and land use studies. Thesis research and internships are offered through the university, industry, government and non-government organizations.

Through the internship and thesis, students are equipped to tackle real-world problems and shape environmental strategies for the 21st century as scientists, administrators, planners, and teachers in public and private institutions concerned with the Earth's environment.

Admission to Degree Program

To be eligible for admission as a graduate student to the Graduate Program in Environmental Studies, an applicant must meet the following general conditions:

- Bachelor's degree from an accredited college or university
- Two letters of recommendation from individuals familiar with the applicant's academic or professional work
- Undergraduate grade point average or GRE General Test scores indicative of preparedness for graduate studies
- An interview with the director
- All students must show evidence of proficiency in the use of computers through an undergraduate computer course or experience.

Prospective applicants with degrees outside the natural sciences must have successfully completed:

1 year of General Chemistry with lab
(8 credits)

1 semester Organic Chemistry
and either

1 year General Biology with lab
(8 credits)

or

1 year Geology/Earth Science with lab
(8 credits).

These undergraduate requirements may be completed concurrently with graduate courses during the first year in the program.

A student with entrance deficiencies in the undergraduate science courses may be granted full matriculation when these deficiencies are removed. Deficiencies must be removed as soon as possible because the student may not continue taking courses as a limited matriculant

after he or she has earned 12 graduate credits. The program director will assist each student in planning his or her degree program.

For more information, contact:

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Degree Requirements

Requirements for the Master of Science in Environmental Studies include the satisfactory completion of 30 or 33 credits consisting of a common core of five courses (15 credits) and additional courses in a concentration: environmental science or environmental management. Students may choose either the 30 credit thesis track program or the 33 credit internship track program.

Thesis Track

5 core courses	15 credits
3 electives in concentration	9 credits
Research and thesis	6 credits
Total	30 credits

Internship Track

5 core courses	15 credits
5 electives (4 or 5 in concentration)	15 credits
Internship with report	3 credits
Total	33 credits

Environmental Studies Course Descriptions

Core Requirements (18 credits)

ENV 601 Environmental Science I: Geology

This course studies the geological foundations of environmental science. It examines natural geologic systems in relation to human concerns, with special attention paid to issues of relevance to Long Island and the New York metropolitan area. Topics typically include soils and soil mechanics, groundwater geology and saltwater intrusion in coastal aquifers, streams and flooding, coastal



erosion, earthquake hazards, the global carbon cycle and fossil fuels, and the geologic disposal of radioactive waste.
Fall, 3 credits

ENV 602 Environmental Science II: Biology

This course studies the biological foundations of environmental science. Topics typically include ecosystems and their protection, wetlands, ecological restoration and conservation, biodiversity and habitat fragmentation, and environmental impact vs. land use.
Spring, 3 credits

ENV 603 Environmental Science III: Chemistry

This course studies the chemical foundations of environmental science. It concentrates on the chemistry of the environment as applied to air, energy, toxic substances, water and waste, and emphasizes sources of pollution, chemical reactions and their mechanisms, fate of pollutants and solid waste disposal. Energy sources and their environmental consequences are also examined.
Fall, 3 credits

PAD 712 Environmental Law and Administration

This course is an analysis of federal, state, and local government laws and regulations concerning the environment. Political and administrative problems concerning the implementation of such legislation, regulatory approaches, subsidies and other governmental alternatives are examined.
On Occasion, 3 credits

PAD 729 Environmental Planning

This is a survey course exploring the development, utilization and maintenance of natural and man-made resources. The planning function and its relationship to the environment are covered. Problems of air and water pollution, sewage, energy conservation and noise levels are examined as they relate to planning.
On Occasion, 3 credits

Capstone Courses (3-6 credits)

ENV 702 Internship

This course is open only to matriculated students who have completed at least 12 credits in courses in the Environmental Studies Program with the permission of a

faculty advisor and the program director. The internship involves placement for 260 hours under the direction of a competent professional in a national, state or local government facility or in a private organization. The internship is designed to provide professional training experience in dealing with environmental problems (e.g., surface and subsurface waters, biological environments, U.S. Park Service). If taken during the summer, all summer sessions may be required for the completion of the 260 hours.
Prerequisites: 12 credits in Environmental Studies Program, instructor and director permission.
Every Semester, 3 credits

ENV 707 Thesis Research

This course is open only to matriculated students who have completed at least 12 credits in courses in the Environmental Studies Program with the permission of a faculty advisor and the program director.
Prerequisites: 12 credits in Environmental Studies Program, instructor and director permission.
Every Semester, 3 credits

ENV 708 Thesis

This course is open only to matriculated students who have completed at least 12 credits in courses in the Environmental Studies Program with the permission of a faculty advisor and the program director.
Prerequisite: ENV 707
Every Semester, 3 credits

Environmental Sciences Concentration

Environmental Science

ENV 503 Environmental Analytical Chemistry

This study of environmental chemists, methods for analyzing the environment covers the theory, application and limitations of these methods. The lab provides experience with a representative selection of methods.
Prerequisite: One course in Chemistry
On Occasion, 3 credits

ENV 604 Environmental Instrumentation

In this introduction to instrumental methods in environmental studies, special attention is given to theory, design and limitation. The evaluation of environmental instrumentation emphasizes automated methods, sensor techniques, data conditioning, recording and processing.
Prerequisite: ENV 605
On Occasion, 3 credits

ENV 606 Environmental Data Management

This course is an analysis and study of methods used to acquire, develop and maintain environmental databases for air, water and land resources. Emphasis is on the computerization and manipulation of data especially within the framework of their use in environmental planning and impact prediction.
On Occasion, 3 credits

Biology**BIO 500 Biology Graduate Seminar**

This once-a-week seminar ranges over the entire spectrum of biological science. Invited speakers and departmental staff members speak earlier in the semester; later in the semester each student enrolled in the course presents a short seminar based on library research on some topic in biology. Regular attendance and the submission of a thorough annotated bibliography on the student's seminar topic is required. This course may be taken as many as three times.
Annually, 1 credit

BIO 501 Population Ecology

This course is three hours of lecture and considers the ecology of populations with emphasis on structure, dynamics and demography, and on the behavioral responses of organisms to variable environments.
Special fee
On Occasion, 3 credits

BIO 502 Advanced Microscopy

This course is two hours of lecture and four hours of laboratory and focuses on the study of microscopic technique including the theory and use of the scanning electron microscope, various types of light microscopy, technical drawing and photography through the microscope, and darkroom/digital micrograph image preparation for publication. Term project required.
Special fee
On Occasion, 4 credits

BIO 503 Modern Concepts of Evolution

This course is two hours of lecture and collateral readings. This is a presentation of evidence favoring theories of organic evolution with emphasis on biochemical evolution and population dynamics. Modern genetics and cytology are applied to an understanding of the nature of the evolutionary process.
Prerequisite: An undergraduate major or minor in biology and courses in organic chemistry and genetics
On Occasion, 3 credits

BIO 505 Sources in Biological Research

This course is two hours of lecture centered on the development of a critical facility as active readers of the primary scientific literature. Historical materials are initially employed as a starting point for critiquing experimental design, assessing modes of data presentation, and analyzing conclusions drawn from experimental evidence. The course progresses to in-depth analyses of current primary-source research publications. Student presentations and original student-generated protocols and experimental design, with emphasis on the formulation of productive scientific questions, the internal logic of the experimental approach, and appropriate experimental design and controls, will constitute the final portion of the course.
Prerequisite: Either entry to the course as a matriculating graduate student in the Department of Biology or an advanced undergraduate with appropriate cumulative grade point average and at least one biology course beyond the core curriculum or by special consent of the instructor.
May be used to fulfill 3 credits of the literacy requirement for Adolescent Education students at the M.S. level.
On Occasion, 3 credits

BIO 506 Experimental Behavioral Ecology

This course focuses on active investigations of aspects of behavioral ecology including mate choice, intrasexual competition, territoriality, parental division of labor, aggression, foraging and communication. Students work in small research teams and learn to construct hypotheses, design experiments to test them, and analyze data statistically to draw conclusions. Experiments are conducted over several class periods. Four research projects are conducted during the semester that concentrate on topics listed above, and make use of a variety of vertebrate and invertebrate animals. Students write research papers and review and critique peer-written research reports.
Special fee
On Occasion, 4 credits

BIO 508 Tropical Biology

This course is a multidisciplinary treatment of the complex interrelations between organisms and their physical and biotic environments in the American tropics. It provides an introduction to the special ecological characteristics of tropical plant and animal communities and offers field experience in the tropics.
Prerequisite: Permission of instructor
On Occasion, 3 credits

BIO 511 Plankton

This course is three hours of lecture and three hours of laboratory/fieldwork. Topics covered include the taxonomy, morphology and identification of the major zooplankton and phytoplankton groups with consideration of ecological and economic significance.
Special fee
On Occasion, 4 credits

BIO 513 Biological Chemistry I

This course is four hours of lecture and is an inquiry into the chemistry of amino acids, proteins and lipids. Enzymes and their role in cytoplasmic carbohydrate metabolism, and fatty acid synthesis are discussed. The role of the mitochondrion, especially the Krebs cycle and oxidative phosphorylation, is explored.
Prerequisite: Two semesters (8 credits) of Organic Chemistry
On Occasion, 3 credits

BIO 514 Biological Chemistry II

This course is four hours of lecture and is a study of pathways of nitrogen metabolism; steroid and phospholipid biosynthesis and mechanisms of regulation; and synthesis, structure, metabolism and degradation of nucleic acids.
Prerequisite: BIO 513
On Occasion, 3 credits

BIO 515 Plant Anatomy

This course is two, one-hour lectures and two hours of laboratory. The microscopic anatomy of representative vascular plants including disposition and composition of stem, root, leaf and floral tissues, and fine structure of individual cell types is covered. Emphasis is placed on developmental anatomy and taxonomic significance of anatomical structure. Free-hand and freezing techniques are used in preparation of fresh material. Standard procedures of micro-technique and photomicrography are stressed.
Special fee
On Occasion, 4 credits

BIO 517 Vascular Plants of Long Island

This course is two, one-hour lectures and four hours of laboratory, and involves summer field and laboratory studies of the local vascular flora including ferns, woody plants and herbaceous flowering plants. Field study sites include most of Long Island's major habitat types. Laboratory work emphasizes morphology, identification and preservation of field-collected materials, and also examines the methods and tools of plant systematics investigations.
Special fee
On Occasion, 4 credits

BIO 518 Ecology

This course is two hours of lecture and four hours of laboratory. This summer, field-oriented course studies organisms in their physical environments, natural communities, ecosystems and evolutionary ecology. Study sites range from beach dunes and salt marshes to mixed upland woods.

Special fee

On Occasion, 4 credits

BIO 519 Mammalogy

This course is three hours of lecture and collateral reading. The course is concerned with the biology of major groups of mammals including diversity, taxonomy, morphology, geographic distribution, behavior and evolutionary history. Identification of and environmental impact on local species are discussed with considerations of ecological and economic significance.

Prerequisite: Permission of the instructor

On Occasion, 3 credits

BIO 531 Ichthyology

This course is two hours of lecture and four hours of laboratory/field work. This course focuses on aspects of fish biology including systematics, structure/function, evolution, ecology, physiology and behavior. Lab and field work emphasize collection, identification, maintenance and preservation of specimens of mainly local freshwater, estuarine and marine fishes.

Special fee

On Occasion, 4 credits

BIO 535 Advanced Topics in Biology

This course is two hours of lecture or seminar and collateral readings, in the format that best suits the subject matter. For four credits, a lab or field component will be included. Topics are designed to aid students interested in research activities by stressing current topics, and the theory and practice of current methodologies. Different topics are covered each semester, and in subsequent semesters, different faculty members present the material. The specific topic will be announced in advance and the student may take the course more than once provided the topics differ.

Prerequisite: Permission of the Biology Graduate Advisor

On Occasion, 3 or 4 credits

BIO 537 Fisheries Biology and Aquaculture

This course is two hours of lecture and collateral readings. This course explores the commercial and biological aspects of fisheries with emphasis on the history, methods and potential of shellfish and

finfish farming including methods of estimation of catch, productivity of fishing grounds, migration of fish and conservation methods.

On Occasion, 3 credits

BIO 540 Limnology

This course is two hours of lecture and two hours of laboratory. This is an examination of freshwater biological communities and their associated environments. Attention is given to biological productivity and the chemical, physical and biological dynamics of freshwater systems with special consideration of planktonic and benthic organisms.

Special fee

On Occasion, 3 credits

BIO 572 General Entomology

This course is two one-hour lectures and two two-hour labs. This summer course includes a survey of the insect orders, a study of their structure, biology and classification. It is an introduction to the study of insects as a major segment of the biological community. Laboratory exercises in the anatomy and biology of insects and practice in the techniques of insect identification are covered.

Prerequisite: General Zoology or Invertebrate Zoology

Special fee

On Occasion, 4 credits

BIO 604 Biological Chemistry Laboratory

This course is four hours of laboratory, and illustrates the application of qualitative and quantitative chemical laboratory principles and procedures to biochemical experimentation. Laboratory procedures involve spectrophotometry, chromatography and radio-tracer methods among other techniques.

Prerequisite: BIO 513

Special fee

On Occasion, 3 credits

BIO 609 Marine Ecology

This course is two hours of lecture and two hours of field work. This course involves summer field studies in marine and estuarine ecology with consideration of sampling methods and data treatments.

Prerequisite: Either an undergraduate or graduate course in Ecology or Marine Biology

On Occasion, 3 credits

BIO 625 Ecological Modeling

This course is three hours of lecture and examines the technique of synthesis of mathematical models in ecology and examination of selected current models with emphasis on their predictive properties and on applications is covered. Models

dealing with problems of ecoenergetics, population dynamics, spatial relationships and ecological diversity are considered.

On Occasion, 3 credits

BIO 626 Wildlife and Wilderness

Resources

This course is three hours of lecture and examines the nature and current status of world wildlife resources and problems of wildlife conservation in relation to competing demands on wilderness and other wild land areas.

On Occasion, 3 credits

BIO 641 Advanced Microbiology

This course is three hours of lecture and three hours of laboratory. This is an advanced study of microbes, their metabolism, symbiotic interactions and applications in industrial processes. The course includes studies of microbial ecology with an emphasis on the role of microorganisms in the environment.

Prerequisite: Undergraduate course in Microbiology or B.S. in Biology

Special fee

On Occasion, 4 credits

Earth Science

ERS 501 Mapping Environmental Data with GIS

This is a hands-on, introductory geographic information system (GIS) course on managing spatial data using a computer. The course is based on the National Center for Geographic Information and Analysis introductory curriculum using ArcView software. The course addresses GIS principles, creating and querying spatial views and themes, importing and exporting data, map projections, geocoding, attribute tabular data, charts, layouts and applications. The course is lecture and laboratory and is designed for the practitioner and as an introduction to practical GIS applications.

Prerequisite: Familiarity with Microsoft Windows

Annually, 3 credits

ERS 502 GIS Applications

This course explores technical issues in Geographic Information Systems (GIS) and the application of GIS in addressing environmental problems. GIS applications for environmental science and management decision support may include forest resource inventory, water resources and modeling, coastal evolution and sediment budget analysis, and urban planning and zoning.

Prerequisite: ERS 501, equivalent, or instructor's permission

On Occasion, 3 credits

ERS 513 The Earth Environment I

Cross-listed as Geography 513

This course consists of two hours of lecture and two hours of laboratory for four credits. Students not in the Earth Science Adolescence Education program may opt to take the course for three credits without the laboratory. This course is a study of the interrelationships that exist among various aspects of the natural environment. Topics covered include the Earth as a planet and Earth-Sun relationships as a basis for understanding the differential pattern of energy-receipt on the Earth; elements of meteorology; the geographical pattern of world climates; relationship of climate to the basic biogeographical resources-vegetation and soils; the impact of man upon weather, climate, soils and vegetation, and the resultant problems of conservation.

Prerequisite: Graduate status or departmental permission

Laboratory fee when taken with laboratory Spring, 3 or 4 credits

ERS 515 Principles of Meteorology

This course examines atmospheric energy including composition of the atmosphere; insolation and the heat-budget of the Earth; and the geographical transference of heat-energy. The course covers moisture in the atmosphere including evaporation, condensation and precipitation; adiabatic changes; atmospheric stability and instability and motion of the atmosphere such as controls on horizontal air-movements; global wind-belts and the general atmospheric circulation; air masses and fronts. Also discussed is weather forecasting including traditional and modern methods; and impact of man upon the weather. Same as GGR 515.

Prerequisite: ERS 513 (or equivalent) or departmental permission

On Occasion, 3 credits

ERS 522 Natural Disasters

This course examines how Earth processes when concentrated in space and time can become extreme events posing serious hazards to humans and their infrastructures. Emphasis is given to the fact that earthquakes, volcanoes, hurricanes, landslides, floods, and tsunamis are not disasters until a vulnerable group of people is exposed. Case histories describing emergency mitigation, preparation and recovery strategies will also be examined.

Same as GGR 522.

On Occasion, 3 credits

Geology**GLY 502 History of the Earth**

A journey through 4.6 billion years of Earth's history guided by geologic theories, principles and methodologies. Emphasis is on the remarkable events that have profoundly altered the Earth's continents, oceans, atmosphere and life as it has evolved through deep time to the present.

On Occasion, 3 credits

GLY 510 Oceanography

This course studies the geological, chemical, physical and biological aspects of the oceans. Topics include: crustal and sedimentary composition and processes, morphologic features and their origins, tides, waves, currents, coastal dynamics, ecosystems and the physical and chemical properties of water. Students must demonstrate an understanding of the development and organization of the discipline, as well as an ability to communicate this understanding through the discursive conventions of the sciences.

On Occasion, 3 credits

GLY 511 Continental Drift and Plate Tectonics

This course investigates the development of the modern theory of the Earth from the theory of continental drift in the 1920s, through the observations that led to the plate tectonic revolution in the 1960s, to recent discoveries of the Earth's internal dynamics. Topics will also include past supercontinents, modern tectonically formed regions and the influence of tectonics on past and present climate. Through reference to classic papers, students will explore how earth scientists have approached outstanding problems in the large-scale dynamics of the Earth. Students must demonstrate an understanding of the development of the scientific knowledge as presented in the literature.

Prerequisite: One year of undergraduate Geology or departmental permission

On Occasion, 3 credits

GLY 513 Marine Geology

This course may be taken with or without laboratory. Topics covered include the origin and nature of the crust and sediments of the ocean floor, and a survey of their exploration and exploitation.

On Occasion, 3 or 4 credits

GLY 514 Marine Sedimentary Environments

This course studies processes and sedimentation in various siliciclastic, carbonate and evaporite coastal environments and deep water settings including deltas, estuaries, beaches, tidal areas, shelves, platforms, slopes and rises, oceanic ridges, trenches and abyssal plains. The course

examines the characteristics of biogenic, authigenic and terrigenous sediments in these environments. Topics are introduced as aims for learning. Students respond to the aims of each topic in a seminar discussion guided by a student leader and a workbook. Not open to students who have completed GLY 512 Marine Sedimentation and GLY 514 Coastal Environments.

Special fee

On Occasion, 3 credits

GLY 516 Physical Oceanography

This course is a study of tides, waves, surface and deep currents and water movements in shallow areas of the ocean. Topics covered include the hydrodynamic equations used in calculating and describing the thermohaline circulation of the ocean and the transport of conservative and nonconservative water properties in the sea (heat, salinity, chemicals and elements).

On Occasion, 3 credits

GLY 517 Geomorphic Processes

This course is an analysis of the processes of erosion and deposition with special emphasis on their effects on short-term changes in landforms. Topics include slope processes and slope stability, and the geologic work of streams, waves and wind.

On Occasion, 3 credits

GLY 518 Groundwater Geology

The course considers the factors controlling the occurrence and movement of groundwater, the hydrologic cycle, ground water regimes, theories and models of groundwater flow and storage, porosity and permeability, the geologic work of ground water, exploration for ground water, problems of groundwater quality and contamination, and groundwater management techniques.

Prerequisite: Physical Geology or permission of department

On Occasion, 3 credits

GLY 519 Coral Reef Geology

A coral reef field course, emphasizing coral reef facies, physical and chemical controls on carbonate sedimentation and diagenesis, coral reef ecology and paleoecology, Jamaica's stratigraphy and Caribbean tectonics. Two weeks of lectures, laboratory work and field trips to modern and ancient coral reefs: sediment and water quality surveys, snorkeling on coral reefs, examination of cave and shoreline environments, fault line orientation measurement, fossil, mineral and rock collection and identification. Accommodations, lectures and laboratory work at a marine laboratory on the north shore of Jamaica. SCUBA diving is optional for certified divers.

On Occasion, 3 credits

GLY 520 Sedimentary Geology

The study of the classification, origin and interpretation of sediments and sedimentary rocks. The course is concerned with the physical, chemical and biological properties of sedimentary rocks, the processes responsible for these properties and how these characteristics provide the basis for interpreting paleoclimatology, paleogeography and paleoecology. Students must demonstrate an understanding of how geologists discover and organize knowledge, as well as an ability to communicate this understanding through the discursive conventions of the discipline.

Prerequisite: ERS 514 or one semester in Geology or instructor's permission
On Occasion, 3 credits

GLY 521 Stratigraphy

This course studies sedimentary rock strata and their age relationships, succession of beds, local and worldwide correlation of strata, and stratigraphic order and chronological arrangement of beds in the geologic column. Students will learn how to apply the principles of magnetostratigraphy, seismic stratigraphy, sequence stratigraphy and chemostratigraphy (isotope stratigraphy) to stratigraphic problems. Students must demonstrate an understanding of how knowledge is sought and tested in geology, as well as an ability to communicate this understanding through the discursive conventions of the discipline.

Prerequisite: GYL 514, or an undergraduate course in Physical Geology or Earth Science 2, or permission of the instructor
On Occasion, 3 credits

GLY 523 Environmental Geochemistry

This course is the study of the chemistry of the Earth with emphasis on the surficial geologic environment. Topics include the chemistry of crustal rocks; chemical weathering and its products; the chemistry of natural waters and of soils; isotope geochemistry as a tracer of environmental processes; natural bedrock-related hazards such as radon; global chemical cycles especially the role of geologic feedbacks in the carbon cycle and the moderating effects on global change.

Prerequisites: At least one course in Introductory Chemistry and Introductory Geology respectively or permission of the instructor
On Occasion, 3 credits

GLY 526 Earth Materials

A course studying the materials of the Earth's crust and surface, including the important rock-forming minerals; igneous rocks, igneous processes and

igneous bodies; weathering, sediments and sedimentary rocks; and metamorphic processes and metamorphic rocks.

Minerals and rocks will be identified in hand specimen and under the microscope.
Prerequisites: ERS 514 or equivalent and one semester of Chemistry, or permission of instructor

On Occasion, 3 credits

GLY 529 Global Climate Change

This course will explore the issue of global climate change from the deep past through to the present and near future. Topics will include an introduction to the Earth's climate system, study of records of climate variations in the ancient past, more recent past, and ongoing natural variations, examination of the evidence as to whether humans may be inducing global warming today, projections for the amount of future temperature rise, and consequences of higher temperatures such as rising sea level and more intense tropical storms.

Same as ERS 529.

On Occasion, 3 credits

Environmental Management Concentration

Environmental Management

ENV 501 Environmental Ethics

This course explores the ways in which ethical, social and aesthetic values are exemplified and fulfilled in the human environment and in the human community. The course examines the underlying values in some innovative literature in environmental and community planning and investigates the values exemplified in a variety of environmental types. In particular, the course searches for an underlying fusion between the functional requirements and the ethical dimensions of a community.

On Occasion, 3 credits

ENV 607 Industrial Environment

In this study of some occupational environmental problems in marine and other industries, sampling procedures, particulates in the atmosphere, illumination measurement and control, chemical hazards and noise are studied.

On Occasion, 3 credits

Biology

BIO 626 Wildlife and Wilderness Resources

This course is three hours of lecture and examines the nature and current status of world wildlife resources and problems of wildlife conservation in relation to competing demands on wilderness and other wild land areas.

On Occasion, 3 credits

Economics

ECO 627 Economics of the City

This course is an analysis of the principal problems of the modern American city such as transportation, housing, the ghetto, environmental pollution, education, fiscal problems. The course is an exploration of feasible economic adjustments to these problems.

On Occasion, 3 credits

ECO 631 Government and the Economy (Economic Policy)

This course discusses the role of government in the market economy with special reference to the U.S.A. and includes the following topics: maintenance of competition; conservation of resources and control of environmental pollution; protection of the consumer; problems of poverty and affluence; monetary and fiscal policies to promote economic growth.

Prerequisite: ECO 612

On Occasion, 3 credits

Earth Science

ERS 501 Mapping Environmental Data with GIS

This is a hands-on, introductory geographic information system (GIS) course on managing spatial data using a computer. The course is based on the National Center for Geographic Information and Analysis introductory curriculum using ArcView software. The course addresses GIS principles, creating and querying spatial views and themes, importing and exporting data, map projections, geocoding, attribute tabular data, charts, layouts and applications. The course is lecture and laboratory, and is designed for the practitioner and as an introduction to practical GIS applications.

Prerequisite: Familiarity with Microsoft Windows

Annually, 3 credits

ERS 502 GIS Applications

This course explores technical issues in Geographic Information Systems (GIS) and the application of GIS in addressing environmental problems. GIS applications for environmental science and management decision support may include forest resource inventory, water resources and modeling, coastal evolution and sediment budget analysis, and urban planning and zoning.

Prerequisite: ERS 501, equivalent, or instructor's permission

On Occasion, 3 credits

Geography**GGR 511 Economic Geography**

This course is a study of the human economic utilization of the physical world; the factors affecting economic development; and the development and distribution of world patterns of economic activity, including problems of the "underdeveloped" world.

On Occasion, 3 credits

GGR 516 Urban Geography: Urban Land Use Analysis

This course covers the distribution of cities and their functions; social, political and economic activities and their effects on the internal structure of cities; problems of urban growth and decay; brief history of attempts to modify the urban environment and the application of theory to urban planning; and new towns and urban renewal.

On Occasion, 3 credits

GGR 517 Geographical Concepts and Regional Planning

This course is a study of the importance of regional analysis in planning and development; types of region economic, social, political and physical; and problems caused by overlapping of regions and possible ways of resolution. This course examines the aims of regional planning; relationship of the growth of the region to other regions and the nation; development of regional planning concepts with examples of different strategies of regional planning.

On Occasion, 3 credits

GGR 518 Topics in Applied Conservation

The application of geographic principles to the problems of environmental conservation is discussed. The course will include detailed studies of selected aspects of resource conservation. Students must demonstrate an ability to explain the various ways in which geographers and other environmental scientists organize knowledge and communicate the results of their research in their disciplines.

On Occasion, 3 credits

Management Engineering**MGE 501 Engineering Economic Analysis I**

This course discusses the development of quantitative foundations upon which engineering decisions are based. Topics include engineering economic analysis; developing and evaluating cost effective programs; introduction to statistical decision-making and hypothesis testing. Systems are carried through to the preparation of financial statements as they relate to the technical project.

Spring, 3 credits

MGE 521 Project Management Principles

This course presents an overview of the basic principles of project management: planning, definition of work requirements, quality and quantity of work, definition of needed resources, progress tracking, comparison of actual to predicted outcomes, analysis of impacts and change management. Appropriate software will be introduced.

Fall, 3 credits

MGE 523 Quality and Process Improvement

This course addresses the identification, documentation and evaluation of the project Management process, the metrics involved in that process, and a discussion of various models of quality management. Emphasis will be on the integration of process and product improvement.

Corequisite: MGE 521

Fall, 3 credits

MGE 525 Human Resources and Communications Management

This course examines the people-side of the interdisciplinary project team: leadership; hiring, training and evaluating personnel; and technical communications with the project team, with the organization's managers, with outside vendors and suppliers, and with other project stakeholders.

Prerequisite: MGE 521

Spring, 3 credits

MGE 621 Project Planning and Control

This course centers around the processes and procedures involved in planning a project (e.g., scope management, statement of work, requirements specification, work breakdown structure, allocation to sub-contractors, scheduling), managing the trade-offs involved in terms of cost, time and performance, monitoring the project's progress in terms of both scheduling and cost, and managing the changes that take place at various stages of the project life cycle. Appropriate productivity software will be introduced.

Prerequisite: MGE 521

Spring, 3 credits

MGE 627 Project Risk Management

This course explains how to identify, analyze, mitigate and monitor the various risks involved in any project. The different categories of risks associated with a project (technical, performance, scope, schedule, cost) will be examined. Also discussed are the particular risks involved in procurement and subcontracting. Appropriate productivity software will be introduced.

Prerequisite: MGE 621

Fall, 3 credits

MPA 501 Principles of Public Administration

This course is an introduction to the field of Public Administration including organization and management concepts, and the political process. The origin, growth and interrelationships within the public sector are discussed. This discussion falls within the broader context of public policy processes with special attention to the topics of bureaucracy and intergovernmental relations.

Note: This course is a prerequisite or corequisite for all other MPA courses within the concentration.

Every Semester, 3 credits

Management – Public Administration**MPA 503 Economic Environment and the Public Sector**

This course examines the role of the public sector in economic decision-making. The nature of public goods is described as it relates to the allocation, stabilization and distribution functions of the economic system. The role of private investment, the relations between government and business, and the use of national income accounts are examined. Opposing views about the reasons, methods and institutions influencing governmental regulation, fiscal and monetary policy and action are presented.

Every Semester, 3 credits

MPA 713 Grant Writing and Administration

In this highly experiential course, students locate available federal, state, local and foundation sources of funding for a specific project, write a letter proposal to a foundation or private sector organization, and follow-up with a full grant proposal, following the request for proposal (RFP) guidelines to a federal, state or local agency. Topics addressed include effective research, creating a plan for the program, elements of a good proposal, components of the proposal package and strategies for getting a proposal read by a foundation or corporation officer.

Administration, evaluation and reporting functions as well as accountability are described and discussed.

On Occasion, 3 credits

PAD 714 Seminar in the Politics of Environmental Control

This course is an investigation of problems in the politics of environmental control including air, water and noise pollution, regional planning, transportation, population growth and conservation of natural resources. Field studies in this area are included. Students produce

research papers on different aspects of the man-environment relationship.
On Occasion, 3 credits

PAD 715 Environmental Pollution

This course is a comprehensive review of the origin, detection and control of pollutants in the surface and ground waters, atmospheres and terrestrial environments. Auditory and visual pollution are included. Conventional and advanced technologies are covered for water supply and wastewater treatment, air pollution control, and solid waste management. Federal, state and local environmental standards are reviewed along with regulatory structures.
On Occasion, 3 credits

PAD 716 Coastal Zone Management

The course deals with the following techniques for mapping coastal resources; wetland zoning problems; causes, consequences, and management of storm-waters and their runoffs, and erosion problems and their impact. Field work involves projects on such problems as Long Island coastal watershed mapping and the development of management guidelines, and the surveying of Long Island wetland resources and the preparation of management recommendations.
On Occasion, 3 credits

PAD 717 Environmental Impact Analysis

This course reviews federal and state laws specifying environmental impact statements, procedural elements and means of compliance. The techniques for the evaluation of primary and secondary impact on all components of the natural and human environments with methods for mitigating significant adverse impact are discussed. Environmental ecosystems, water and air quality, noise, aesthetics, historic/archeological considerations, transportation, population and land use, employment, etc. are covered.
On Occasion, 3 credits

PAD 725 Governmental Regulation and Land Use

This course is an examination of various forms of governmental power (zoning, eminent domain, urban renewal) to regulate the use of land.
On Occasion, 3 credits

FOREIGN LANGUAGES

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Department Overview

The Department of Foreign Languages offers a Master of Arts in Spanish. The department also offers a Master of Science in Spanish: Middle Childhood Education (5-9) and a Master of Science in Spanish: Adolescence Education (7-12) in conjunction with the School of Education. The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools.

Spanish: Adolescence Education (7-12) – M.S.

Students may enroll in the School of Education for the Master of Science in Spanish: Adolescence Education (7-12) degree program. Students should consult with the program advisor in the School of Education as well as the graduate advisor in Spanish to select the appropriate courses. A passing grade on a comprehensive examination in Spanish is required for the master's degree. Comprehensive Examination may not be taken until student is enrolled in his/her last six (6) credits. A comprehensive examination or a thesis in Education is required if student teaching is waived. A passing grade in a comprehensive examination in Spanish is required for the master's degree.

Graduate students enrolled in the M.S. in Spanish: Adolescence Education program must submit all records and plans of study to graduate advisors in both areas. Plans of study must be approved by both advisors

Degree Requirements

The Master's Degree in Spanish Education:

Adolescence Education consists of 45 credits, 27 in Education and 18 Spanish.
3 credits: SPA 513 Syntax and Stylistics
3 credits: SPA 541 Linguistics
3 credits: SPA 665 Seminar in Spanish

American Literature: Special Topics with Disciplinary Literacy in Spanish 12 credits: Spanish and/or Spanish American Literature and Civilization

Successful completion of a comprehensive examination in Spanish is also required. Graduate students may take the

comprehensive examination no more than twice.

The student must maintain a minimum average of 3.00 in Spanish in order to remain in good standing in the master's program. The student must maintain a cumulative GPA of 3.0 in the School of Education and in the Liberal Arts and Sciences content area. In addition, any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

A comprehensive examination or a thesis in education is required if student teaching is waived.

All graduate Spanish credits must be taken at the C.W. Post Campus of Long Island University.

Students must take courses (SPA 513, SPA 541, SPA 665) when offered by the Foreign Language Department in order to assure a timely graduation.

Spanish: Middle Childhood Education (5-9) – M.S.

Students should consult with the academic advisor in the School of Education and College of Liberal Arts and Sciences for degree and course requirements for the Spanish: Middle Childhood Education (5-9) degree program.

Spanish – M.A.

Admission to Degree Program

Admission to the Master of Arts degree program in Spanish requires a bachelor's degree in Spanish from any accredited liberal arts college or the equivalent academic training. The undergraduate major must include a minimum of 24 semester hours above intermediate Spanish (i.e., above the fourth semester of college language). Admission to the program also requires an average of at least 3.00 in undergraduate Spanish courses. A deficiency of up to six semester hours will not preclude admission as a limited matriculant provided the prospective candidate compensates for his or her deficiency by taking, with departmental advisement, six semester hours of non-credit undergraduate

advanced courses. Completion of 12 credits with an average of 3.00 will permit a limited matriculant to be considered for full matriculant status.

An applicant with a degree from an institution outside the United States is evaluated based on his or her background and grades.

Degree Requirements

The Masters of Arts in Spanish consists of 36 credits.

3 credits: SPA 513 Syntax and Stylistics

3 credits: SPA 541 Linguistics

15 credits: Spanish and/or Spanish

American Literature and Civilization

15 credits: Electives: 500-600 level in

Linguistics and Literature, not to

exceed six credits in Linguistics

Successful completion of a comprehensive examination is also required.

Graduate students may take the comprehensive examination no more than twice.

The student must maintain a minimum average of 3.00 in Spanish in order to remain in good standing in the master's program. Any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

M.A. candidates in Spanish may transfer no more than three credits with prior approval of graduate advisor.

Students must take courses when offered by the Foreign Language Department in order to assure a timely graduation (SPA 513, SPA 541).

Additional Requirements for Master's Degrees in Spanish

A reading knowledge of a second foreign language is required of all candidates. This requirement may be satisfied by successful completion of two years of college study in the second language, or its equivalent. Passing a qualifying examination in the second language administered by the Foreign Language Department in the second language may also satisfy this requirement. If a long period of time has elapsed since the student studied the second language, he or she will have to pass the qualifying examination.

Students must take courses when offered by the Foreign Language Department in order to assure a timely graduation.

Spanish Course Descriptions

SPA 512 Intermediate Syntax and Stylistics

This course is a study of syntactical structures and analysis of literary styles. The course includes a review of problematic grammatical structures. This is the first part of a two-semester sequence (SPA 512-513).

On Occasion, 3 credits

SPA 513 Advanced Syntax and Stylistics

This course is a study of syntactical structures and analysis of literary styles and the examination of stylistic devices characteristic of several Spanish literary masterpieces. Credit for this course may be applied toward the M.S. in Spanish: Adolescence Education (7-12) and toward the M.A. in Spanish only with permission of advisor to the Spanish graduate program.

On Occasion, 3 credits

SPA 514 Current Spoken Spanish: Phonetics and Practical Applications

The course covers recent developments in spoken Spanish and includes discussion of articles from newspapers and magazines. This is the first part of a two-semester sequence (SPA 514-515).

On Occasion, 3 credits

SPA 515 Current Spoken Spanish: Phonetics and Practical Applications

In this course, the most recent developments in spoken Spanish, presented through phonetic analysis, are examined. The course is recommended for candidates for certification. The permission of the advisor to the Spanish Graduate Program is required.

On Occasion, 3 credits

SPA 516 Literary Translation (Spanish-English)

This course is the study of the theory and the practice of the art of translation. Problems in literary translation will be addressed.

On Occasion, 3 credits

SPA 523 Spanish Literature of the 20th Century I

This course is a concentrated study of the literary developments of the 20th century and is devoted to the authors of the generation of 1898.

On Occasion, 3 credits

SPA 524 Spanish Literature of the 20th Century II

This course is a survey of writers from the Generation of 1914 to 1927.
On Occasion, 3 credits

SPA 525 Spanish Literature of the 20th Century III

This course is a survey of literary movements in Spain since the end of the Spanish Civil War.
On Occasion, 3 credits

SPA 536 Medieval Spanish Literature

This course is a comprehensive study of Spanish poetry, theater and prose from their origins through the 14th century. Major stress is placed on the epic of *Cantar de Mio Cid* and the literary criticism concerning it.
On Occasion, 3 credits

SPA 538 The Spanish Theatre of the Golden Age

This course is a study of the Spanish theatre of the Golden Age from Lope De Vega to Calderon and includes consideration of Cervantes, Alarcon and Tirso de Molina.
On Occasion, 3 credits

SPA 541 Introduction to Spanish Linguistics

This course is an introduction to the linguistic structure of contemporary Spanish phonology, morphology and syntax. Some coverage of historical developments and dialectology is included.
On Occasion, 3 credits

SPA 547 Latin American Women Poets

This course introduces students to the feminist discourse of women poets in Latin America from 1900 to 1940. Students will interpret and apply gender theory in order to analyze critically the development of a new feminist voice in poetry. Topics include: social construction of gender, patriarchy, traditional versus new woman, motherhood, and sexuality. Students will also learn how to decode poetry and language devices, and how to integrate both approaches in writing. The course studies poets such as Delmira Agustini, Gabriela Mistral, Alfonsina Storni, Juana de Ibarbourou, Clara Lair and Julia de Burgos.
On Occasion, 3 credits

SPA 548 Latino Writers and the New/Old Homeland

This course studies Latino writers who address and question the evolution of Latino identity in the United States. Topics include: biculturalism, immigration, bilingualism, Latinos as foreigners, assimilation, old and new country roots,

social mobility, generational differences, national pride, the American dream, nostalgia and homeland. Representative authors are: Richard Rodríguez, Julia Alvarez, Sandra Cisneros, Esmeralda Santiago, Junot Díaz, Nilo Cruz, Cristina García, Rodolfo Anaya.
On Occasion, 3 credits

SPA 551 Spanish Romanticism

This course is a study of the evolution of the Spanish Romantic Movement in theatre, poetry and prose.
On Occasion, 3 credits

SPA 552 The Spanish Novel of the 19th Century

This course is a study of the Spanish novel of the 19th century from romanticism to realism and naturalism and includes Larra, Alarcon, Espronceda, Gil y Carrasco, Pereda and Valera, and continues with Galdos, Clarin, Palacio Valdes, Pardo Bazan and Blasco Ibanez.
On Occasion, 3 credits

SPA 560 Colonial Spanish-American Literature

This course is a study of the poetry and prose of Spanish America through the 16th, 17th and 18th centuries and covers cronistas plus the early poets Sor Juana Ines de la Cruz, El Inca Garcilaso, Rodriguez Freile, etc.
On Occasion, 3 credits

SPA 561 The Novel in Spanish America I

This course covers the evolution of the novel in Spanish America through the periods of romanticism, realism and naturalism.
On Occasion, 3 credits

SPA 562 The Novel in Spanish America II

This course covers the novel in Spanish America from modernism to the present.
On Occasion, 3 credits

SPA 563 The Short Story in Spanish America

This course is a study of the evolution of the short story in Spanish America from the colonial period to the present.
On Occasion, 3 credits

SPA 567 Civilization and Culture of Spain

This course covers the civilization and the culture of Spain from the days of the Iberos to the present and includes the culture of the Romans, the Visigoths, the Arabs, Medieval Spain, the Spanish Empire, etc., up to and including the Civil War and its social and cultural consequences.
On Occasion, 3 credits

SPA 568 Civilization and Culture of Spanish America

This course is a study of the civilization and culture of Spanish America from pre-Colombian times to the present. Among the topics discussed are the Indian cultures, the colonial society, the baroque, the 17th century and the independence movement leading to the creation of the present day republics.
On Occasion, 3 credits

SPA 569 The Caribbean: Its Hispanic People and its Culture

The course is intended to prepare teachers and supervisors in communities with large groups of Caribbean Hispanics to gain insight into the social and cultural backgrounds. The course studies Caribbean Hispanics through their history and sociology by focusing on problems arising from living in another culture.
On Occasion, 3 credits

SPA 572 The Spanish American Boom

This course is a study of the major works and writers of the boom period including Carlos Fuentes, Julio Cortazar and Garcia Marquez.
On Occasion, 3 credits

SPA 574 The New Novel in Latin America

This course is a study of the major works and writers of the 1970s and 1980s. This course studies writers such as Manuel Puig, Mario Vargas Llosa, Isabel Allende and Rosario Ferre.
Given in Spanish
On Occasion, 3 credits

SPA 605 Cervantes and His Epoch

This course is a comprehensive study of the complete works of Cervantes with particular attention to *Don Quixote*.
On Occasion, 3 credits

SPA 621 Federico Garcia Lorca

This course is an intensive study of Lorca's drama and poetry.
On Occasion, 3 credits

SPA 624 The Modernist Movement

This course examines the modernist movement in Spanish America with an emphasis on the poetry of Ruben Dario. The course covers the impact of this movement on the literature of Spain.
On Occasion, 3 credits

SPA 626 Spanish American Poetry of the 20th Century

This course is a study of the major figures and trends in Spanish American poetry since Modernism. The course includes poets such as Gabriela Mistral, Cesar Vallejo, Pablo Neruda, Octavio Paz and Rosario Castellanos.
On Occasion, 3 credits

SPA 664 Seminar in Spanish Literature: Special Topics

This course is a study of a major author, genre or literary movement as determined by the instructor. The course may be taken more than once if the topic is different.

On Occasion, 3 credits

SPA 665 Seminar in Spanish American Literature: Special Topics with Disciplinary Literacy in Spanish

This course is a study of major author, genre or literary movement as determined by the instructor. The course may be taken more than once if the topic is different. The course introduces students to the special ways of looking at texts characteristic of the target language and gives the skills to communicate to others including fundamental concepts of reading, writing, listening and speaking in Spanish. Applications will pertain to original works, inherently multicultural.

Annually, 3 credits

Linguistics and World Literature Courses

Courses in linguistics and world literature (see also English Department courses) are available to Master of Arts candidates in Spanish to fulfill the minimum linguistic requirements of the program.

LIN 511 Syntax and Stylistics

An advanced course in English grammar and syntax for writers and others who need a theoretical and technical knowledge of the field. The course will introduce students to various modern theories of grammar through intensive analysis of the language of English sentences. Some attention will be given to style and discourse analysis of longer texts.

Same as ENG 511

On Occasion, 3 credits

LIN 512 Descriptive Linguistics

Cross-listed as ENG 512

This course is an overview of descriptive linguistics through the study of such components of language as phonemics, morphology, grammar and semantics.

Annually, 3 credits

LIN 514 Historical Linguistics

Cross-listed as EDU 838 and ENG 514

This historical survey of language study giving special attention to the classical origins, the extensive development in the 19th century, and the current understanding of the classification of languages into families. Topics include how languages change by analogy, how the sounds of language change over time, and how borrowing occurs.

On Occasion, 3 credits

LIN 515 Sociolinguistics

Cross-listed as ENG 515

In this course, topics covered include basic sociolinguistic concepts, social stratification of language and dialect interaction, stable and unstable bilingualism, language planning, sociolinguistic field methods.

Spring, 3 credits

LIN 516 Psycholinguistics

The course explores linguistic aspects of biology and physiology, speech and language rehabilitation, optimum age for language study, psychology of learning and motivation in the foreign language, the human ability to recognize and reproduce speech sounds, and the pathology of language.

On Occasion, 3 credits

LIN 517 Applied Linguistics

Cross-listed as ENG 517

This introduction to applied linguistics will examine several ways that scholars and educators use linguistics and related sciences to identify and address such issues and problems in language and culture as language and literacy, cross-cultural communication, language education and academic development, foreign language education, language proficiency assessment, bilingual and vernacular language education, language policy and planning and linguistic public policy.

On Occasion, 3 credits

LIN 518 Cultural Linguistics

Cross-listed as EDU 837 and ENG 518

This course is an exploration of human communication in its cultural context including the origins of language, the creation of new language, sign and symbols, nonverbal communication, and contemporary issues in language and culture.

Annually, 3 credits

WLT 565 Dante and Divine Comedy

This course is an in-depth study of the sources, structure and form of The Divine Comedy with some reference to Dante's impact on Western literature, Dantean bibliography and a comparison of some noteworthy English and American translations.

On Occasion, 3 credits

WLT 566 Medieval Literature

This course covers the main currents and genres, the outstanding figures and the enduring masterpieces of medieval literature with particular emphasis on its continental evolution.

On Occasion, 3 credits

WLT 567 Masterpieces of Classical Literature

This course examines the enduring masterpieces of Greek and Roman literatures up to the time of Seneca.

On Occasion, 3 credits

HISTORY

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Department Overview

The Department of History offers a Master of Arts in History. The department also offers a Master of Science in Social Studies: Middle Childhood Education (5-9) and a Master of Science in Social Studies: Adolescence Education (7-12) in conjunction with the School of Education. The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools.

Non-matriculated students who wish to enroll in graduate history courses on an ad-hoc basis must give evidence of satisfactory completion of appropriate preparatory coursework in history on the undergraduate level, and secure the permission of the graduate advisor.

All graduate students need the approval of the graduate advisor to obtain approval for all courses added and dropped.

Requirements

The Department of History offers courses leading to the degree of Master of Arts in History. The department also provides courses that will fulfill the subject requirements for the Master of Science in Social Studies: Middle Childhood Education and Social Studies: Adolescence Education.

An undergraduate history major seeking admission to the Master of Arts program is expected to have earned at least a 3.00 cumulative grade point average for his or her undergraduate work.

A student whose undergraduate major field of study was not history must have at least a 3.00 cumulative grade point average and a cumulative 3.00 average in any undergraduate history courses he or she may have taken. In addition, each student should expect to make up deficiencies in his or her undergraduate preparation by taking up to 24 credits of undergraduate coursework in history, the credits for which will not be applied toward the Master of Arts degree requirements.

History – M.A.

Degree Requirements

A candidate who is admitted to the Master of Arts degree program has a choice of two plans:

Plan I

This program is designed primarily for a candidate who anticipates continued graduate study at the doctoral level. It requires 30 semester hours of courses that include 6 credits M.A. thesis work (HIS 707 and 708). Students pursuing this plan must demonstrate their ability to do original research and evaluate facts, organize materials, and present their conclusions effectively in an M.A. thesis. An oral defense of the thesis is required. The 30 credits of coursework are distributed as follows:

<i>Required Courses (9 credits)</i>	<i>Credits</i>
HIS 601 Historiography	3
HIS 707 Thesis Seminar	3
HIS 708 Thesis	3

Elective Courses (21 credits)

Elective courses will be chosen in consultation with the History graduate advisor.

Plan II

This program is designed primarily to meet the needs of teachers in secondary schools and others for whom the Master of Arts is a terminal graduate degree. It requires 30 semester hours of courses and passing a comprehensive examination to demonstrate the candidate's mastery of skills in reading and analyzing scholarly literature. The 30 semester hours of courses are distributed as follows:

<i>Required Courses (3 credits)</i>	<i>Credits</i>
HIS 601 Historiography	3

Elective Courses (27 credits)

Elective courses will be chosen in consultation with the History graduate advisor.

Plan III

This program is designed primarily for those who are or anticipate being employed in the field of Public History or Public Policy. It requires 30 semester hours of courses that includes 3 credits of a practicum in public history or policy (HIS 705). Students pursuing this plan must demonstrate their ability to conceptualize a compelling public history project, do the necessary original research, and design the project itself. An oral defense of the project is required.

The 30 semester hours of coursework are distributed as follows:

<i>Required Courses (6 credits)</i>	<i>Credits</i>
HIS 601 Historiography	3
HIS 705 Practicum in Public History or Public Policy	3

Elective Courses (24 credits)

Elective courses will be chosen in consultation with the History graduate advisor.

Social Studies: Adolescence Education (7-12) – M.S.

The program requires the completion of 39 graduate credits, divided between education courses (21 credit hours) and social studies courses (18 credit hours) including a 3-credit literacy course, e.g., History 601, unless such a course has been completed with a B or better on the undergraduate level. Successful completion of two comprehensive examinations, one in education and a second in social studies, is also required. All graduate students need the approval of the graduate advisor to obtain approval for all courses added and dropped.

Social Studies: Middle Childhood Education (5-9) – M.S.

Students should consult with the academic advisors in the School of Education and the College of Liberal Arts and Sciences for degree and course requirements for the Middle Childhood Education program. Students take 18 credit hours in social studies including a 3-credit literacy course; e.g., History 601, unless such a course has been completed with a B or better on the undergraduate level. All graduate students need the approval of the graduate advisor to obtain approval for all courses added and dropped.

The student must maintain a cumulative GPA of 3.00 in the School of Education and in the Liberal Arts & Sciences content area. In addition, any student who receives grades below (B) in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below (B) may lose his or her matriculated status or may be dismissed from the graduate program.

History Course Descriptions

HIS 501 Ancient Historians

In the study of the ancient world, no sources are more essential than the historical narratives written by ancient authors. Using these sources, however, is complicated. Ancient narratives are not mere recordings of events, but representations of human society, crafted by their authors to fulfill a variety of agendas. This course investigates those agendas. Discussions do not focus on actual events. Rather, students read a wide range of narratives and consider how the authors presented their subjects and themselves, how they claimed the authority to write history, and how their narratives were shaped by their social, cultural, and religious context. *On Occasion, 3 credits*

HIS 502 Roman Politics

Between the 5th century B.C. and the 5th century A.D., the Roman state was transformed from a minor city-state to a Mediterranean-wide empire, from a republic to a monarchy, and from a polytheist to a Christian organization. During that time it produced institutions and ideologies which continue to influence the

modern world. This research seminar will cover such topics as the Roman republic as a governing system, the political impact of Roman conquest, the Augustan Revolution, the early Imperial regime, the Christianization of Roman government, the development of Roman law, and the fragmentation of the Roman empire.

On Occasion, 3 credits

HIS 503 Ancient and Medieval Economic Life

This seminar looks at sources and scholarship on a series of issues critical to understanding the way people in the classical and medieval Mediterranean made their living and acquired wealth and social status. The course examines the nature of the Roman-era economy, specifically the debate between those who focus on the differences between ancient and modern economic values, and those who focus on the development of ancient trade. Topics include: ancient agricultural methods, slavery, economic gender roles, the effects of Roman imperial institutions, and the impact of new religious communities (e.g. the Christian church). Course will explore economic transformations during the medieval period, including economic aspects of Islamic conquest, the development of feudal relationships, and the effects of urbanization and long-distance trade.

On Occasion, 3 credits

HIS 504 The Rise of Christianity

Of all the changes brought on by Roman rule, no development had a greater social and cultural impact than the spread of new religious communities, especially Christianity. This course will look at the big question: How and why did Christian churches, and other large-scale religious communities, form and spread? After surveying available sources, students will scrutinize the work of modern scholars, including confessional (i.e. religiously identified) approaches, psychological and anthropological methodologies, explanations based on political or cultural changes, and quantitative techniques, including comparative studies of the spread of Judaism and that of Islam.

On Occasion, 3 credits

HIS 505 Saints and Heretics in Late Antiquity

During the Roman and post-Roman period, Mediterranean societies underwent a strange cultural trend. Across virtually all religious communities, people developed a new interest in holiness – manifestations of divine power. This course examines this development by focusing on

the literary sources which reveal it most: religious biographies. As an exercise in cultural studies, this course sets aside issues surrounding the factuality of religious literature. Rather the class uses religious texts to examine perceptions of holiness, and unholiness and to explore the massive impact of such perceptions on Mediterranean society. Specifically, the course covers Greek and Roman worship of heroes and kings, later polytheistic visions of holy people, biblical images of prophets, Jewish views of holy teachers, Christian views of Jesus and the apostles, Christian veneration of martyrs and ascetics, and notions of unholy people in Christian and non-Christian religious traditions. All along, students examine the role of class, gender, political structures, religious rivalries, and authorial agendas in shaping the way holiness is presented.

On Occasion, 3 credits

HIS 506 Medieval Europe

Course will introduce students to the history and culture of Medieval Europe, both West and East between 410 and 1500. Topics will include: Charlemagne's empire, agrarian and commercial revolutions, the Crusades, and the rise of European monarchies.

On Occasion, 3 credits

HIS 509 The Ottoman Empire

A study of the formation of Ottoman Empire from its rise in the 13th and 14th centuries to its collapse in the wake of World War I. Course traces the history of the empire and its evolution as an increasingly complex society, the impact of European imperialism, the sources of Ottoman weaknesses and the legacies of its dissolution.

On Occasion, 3 credits

HIS 510 Sex, Gender and Family in the Ancient Mediterranean

In modern societies few topics attract more cultural interest than sexuality and family life. The same was true in the ancient Mediterranean. Writers and ordinary citizens argued over the meaning of love and sexual desire, the value of marriage and homosexual relations, the characteristics and duties of men and women, the relationship between parents and children, the role of distant relatives and domestic servants, and even the very definition of family. This course examines notions of sexuality, gender roles and family life in Ancient Greek poleis, the Roman Empire, and religious communities of late antiquity (rabbinic Judaism and Christianity).

On Occasion, 3 credits

HIS 512 The Reformation

This course is designed to introduce graduate students to current historiographical debates on Reformation Europe, with an emphasis on recent developments in social and cultural history and the diverse approaches used by early modern historians. It will begin by focusing on Germany, the cradle of the Protestant movement, but the course will be pan-European in scope. It will examine the religious movements begun by Luther, Zwingli, Calvin, Henry VIII and others. The principal focus is on Protestantism, but there will be comparison with Catholic reform as well.

On Occasion, 3 credits

HIS 520 Renaissance Europe

An exploration of the intellectual and cultural changes that defined Renaissance Europe, an era of enormous intellectual awakening and achievement. This course will cover explorations of "New World," the centralization of nation-states, and the lives of ordinary people.

On Occasion, 3 credits

HIS 523 17th - Century Europe

This course examines the political, economic, social and cultural structures of Europe during the "long 17th century" of 1589-1715. Topics include religious developments, the Scientific Revolution, the creation of absolute monarchy in France and the solidification of a constitutional monarchy in England.

On Occasion, 3 credits

HIS 525 The Enlightenment

Topics covered in the course include the social, political, cultural, and economic structures of 18th-century Europe; the philosophers Montesquieu, Voltaire, Diderot, Rousseau, Condorcet, and Kant; "grub street" authors of political libels and pornography; and the nature of the relationship between the Enlightenment and the French Revolution.

On Occasion, 3 credits

HIS 526 The French Revolution

This course examines the political, economic, social and cultural causes of the French Revolution as well as the reasons for the Revolution's increasing radicalization, the de-Christianization campaign and the Reign of Terror. The class will analyze the impact of the Revolution on France's colonial possessions and the slave trade and consider why the Revolution ended with the rise of an emperor.

On Occasion, 3 credits

HIS 527 Early Modern France

This course examines the political, cultural and social history of France from 1515 to

1789, from the French Renaissance to the outbreak of the French Revolution. The emphasis of this course will be on recent historiographic debate over methods and approaches to studying the past. Each week's discussion will involve analysis of the methods of the historian as well as a discussion of the events the authors describe.
On Occasion, 3 credits

HIS 528 Religion and Society in Early Modern Europe

This course examines religion in European society from the Protestant Reformation to the de-Christianization campaigns of the French Revolution. Along with studying the dominant Catholic and Protestant Churches, and their interactions with Judaism, the course also looks at alternative religious movements such as the Radical Reformation, Jansenism, Methodism and groups that challenged prevailing religious opinion.
On Occasion, 3 credits

HIS 535 Women in America

This course offers graduate students in a broad survey of the history of women who have lived in what is now the United States from 1600 to the present. We will discuss women of diverse backgrounds, and will consider questions of women's relative autonomy and power; shifts in discourses of gender, race and class; the value and variety of women's labor; women's engagement with the politics and social reform; sexuality and reproductions; and philosophical and spiritual commitments.
On Occasion, 3 credits

HIS 537 Race, Class and Ethnicity in American History

This seminar explores the intersections of race, class and ethnicity in 19th and 20th century America. It will look at the development of race as an ideology in defense of slavery, antebellum scientific racism, and in the development of racism through the eras of emancipation, Reconstruction, segregation and immigration. It will explore changes in "American" national identity and citizenship from the late 19th century to the present, examining scholarly debates over the concept of "whiteness" and how immigrant groups were accorded varied "racial" attributes as they attempted to assimilate into American society. The course will examine the varieties of racist and racialist ideas as they applied to African Americans, European immigrants, Asian-Americans, and Latino-Americans, and how these were mediated through class and the dynamics of gender politics.
On Occasion, 3 credits

HIS 538 Colloquium in Modern European History

This course will be based on readings and discussion on selected topics.
On Occasion, 3 credits

HIS 540 19th- Century Europe

This course investigates the 19th century as the founding age of what we have come to think of as modern Europe. It examines the origins and development of major 19th century concepts, ideologies, and institutions that are commonly regarded as the foundations of 20th-century European society and politics, such as the nation state, the welfare system, capitalism, social democracy, communism and nationalism. It aims to make students aware of the ambiguities inherent in the notion of progress commonly associated with the 19th century. If we consider that many 19th century developments did not reveal their full implication until the calamitous 20th century, can we really call the 19th the "age of progress"?
On Occasion, 3 credits

HIS 542 20th- Century European Intellectual History

The course examines major ideological developments and schools of thought, such as totalitarianism, existentialism, feminism, environmentalism, postmodernism and the Third Way, placing them in specific socio-political and cultural contexts. Discussions will focus on key texts by Friedrich Nietzsche, Sigmund Freud, Lenin, Jose Ortega y Gasset, Albert Camus, Hannah Arendt, Jean-Paul Sartre, Simone de Beauvoir, Karl Popper, Isaiah Berlin and Michel Foucault.
On Occasion, 3 credits

HIS 543 Imperialism and Colonialism

Course explores the rise of European imperialism, varieties of colonial systems, cultural representation of empire, and ways that Europeans employed ideologies of race and gender to rule colonial subjects. Will examine imperialism and colonialism as systems of political domination and economic exploitation as well as forms of colonial resistance.
On Occasion, 3 credits

HIS 544 Europe 1914-1945

This course is a study of Europe's domestic affairs and international relations from the beginning of World War I through the end of World War II.
On Occasion, 3 credits

HIS 545 World War II and Postwar Europe

The course examines the Second World War as a global conflict which profoundly altered the course of world history. The focus will be on the conflict's long-term

consequences, such as the creation of Israel, the Cold War, the transition to post-colonial rule, the fate of displaced communities from Eastern Europe, and the foundation of international peace-keeping and defense organizations.
On Occasion, 3 credits

HIS 551 The Early Modern Atlantic World 1450-1800

In this world history course, students will study the interrelated histories of Europe, Africa, the Caribbean and North and South America from the age of exploration through the late 18th century democratic revolutions. The methodology is comparative. Topics will include conquest and colonization, merchant capitalism and coercive labor systems, interactions with the natural world, and political transformations.
On Occasion, 3 credits

HIS 552 America in the 17th and 18th Centuries

This course is an investigation of selected problems in the history of colonial America such as Puritanism, the beginnings of slavery, the origins of evolution of communities, witchcraft at Salem, the Great Awakening, and early American politics.
On Occasion, 3 credits

HIS 553 Birth of the American Republic

This course offers a survey of salient issues in the historical interpretation of the American Revolution and the establishment of the United States. Students will read historians' treatment of such topics as interactions between Britain and its North American colonies before 1776, the Revolution as both a military and an ideological conflict, the effect of the war on different social groups, the political and imaginative development of a separate nation, and the initial experiences of nationhood.
On Occasion, 3 credits

HIS 554 History of American Thought

This course explores American thought and culture by examining the ideas of key thinkers and history of intellectual movements.
On Occasion, 3 credits

HIS 555 Jacksonian America 1815-1850

The election of Andrew Jackson in 1828 signaled the shift toward American democracy. With the election of the first president to come from humble origins and passage of universal white manhood suffrage laws, the period is also known as the "era of the common man." Course will cover Jackson's leadership in the Nullification Crisis, the expulsion of

Cherokees, and the Bank War. This seminar will investigate the spread of industrial capitalism and commercialized agriculture, the rise of wage labor, the factory system, the expansion of slavery, the rise of scientific racism, feminism and new ideologies of gender.

On Occasion, 3 credits

HIS 556 America in the Era of the Civil War and Reconstruction

This seminar will cover America during the era of its most cataclysmic event – the Civil War – and its most radical experiment in equality and democracy – Reconstruction. The course will investigate the forces that led to war: the expansion of slavery; the South's relationship to the industrializing North; the emergence of ideologies of reform, abolitionism, and free labor; and the Southern defense of slavery. It will analyze the ultimate failure of compromises over slavery that defined American politics from the ratification of the Constitution to the secession crisis. It will explore the changing military, political and social character of the Civil War, the process of emancipation, the nature of the Union that emerged from war and the triumphs and failures of Reconstruction.

On Occasion, 3 credits

HIS 557 Capitalism and its

Discontents: 1870-1919

This course covers U.S. history from the Gilded Age through the Progressive Era. This period saw the rise of large-scale manufacturing, growing inequalities of wealth, large-scale immigration, and a host of radical and reform movements to address the inequities and corruption that were pervasive. Topics include the agrarian Populist movement, anarchism, socialism and the labor movement. This course will investigate Progressivism as a middle-class effort to stave off class war, and the varieties of Progressivism from "clean government" campaigns, anti-trust legislation, settlement houses to prohibition. This course will explore the changing definitions of rights, liberty and citizenship in the era of Jim Crow, imperialism, eugenics and the growth of a new consumer identity.

On Occasion, 3 credits

HIS 558 Modern America

An examination of the emergence of modern America, from the late nineteenth century, during which the country developed from an industrializing, urbanizing society to its 20th century formation as a mass society. It will focus our attention on themes related to the tension between progress and resistance in

America from 1880-1945, including technology and society; race relations; immigration; urbanization; and politics and society.

On Occasion, 3 credits

HIS 559 America Since 1945

Even though by 1945 the United States had assumed many of the contours of what we think of as modern America, the decades since have been a time of dramatic change on numerous fronts in the domestic arena – for example, in the status of blacks in American society (from civil rights struggle to civil enfranchisement to African-Americans occupying top political positions); or in the roles of women (from life in a sharply circumscribed and often separate sphere of social and economic activity to nearly full social and economic enfranchisement and opportunity); or in mass communication (from radio to TV to the Internet). We will focus on one or two themes that will vary from semester to semester, such as technology and society; family, gender and sexuality; politics and society; and race, ethnicity and immigration.

On Occasion, 3 credits

HIS 560 African-American History

African-American history from the origins of slavery to the present. Course will cover the nature of African-American slavery, the struggle to destroy slavery, construction of "race" and rise of racism, the black experiences in the Civil War and Reconstruction, the Jim Crow system, disfranchisement, lynchings and anti-lynching campaigns, the Great Migration, the Harlem Renaissance, the Civil Rights movement, black nationalism and the Black Power movement, black urban culture and politics. The course will pay special attention to the ways in which diasporic Africans have shaped American culture and the ways in which racism has shaped African-American lives and American society.

On Occasion, 3 credits

HIS 562 Myth and Memory in America

This course is an examination of the collective memories and historical myths that Americans have constructed about themselves and their past. This course examines how historical memories are expressed in (and created by) public monuments, historic sites, museum exhibits, textbooks, world's fairs and preservation projects. The course also reviews how public remembrances of wars became lightning rods for competing political ideologies, the differences between memory and history, and the relationship of political economic power to the shaping of memories.

On Occasion, 3 credits

HIS 563 War, Militarism and American Society

A history of militarism in America that explores war from political, economic, social and cultural perspectives. Will examine the intersection between society and military institutions, technology and military ideologies from the 18th century to the present. Will examine changing styles of warfare, definitions of a "just war", and defensive and offensive wars. Topics may include the concept of Manifest Destiny, conquest, settlement, Indian wars, foreign wars, world wars, the Cold War, the "Vietnam Syndrome," empire, recruitment, the draft and resistance movements.

On Occasion, 3 credits

HIS 565 The American West

Course will examine the West as a place of conquest and migrations, from the 16th century to the present, and as a concept as it has played out in American culture, politics and imagination. Will address issues including cultural contact and conflict, human interactions with nature, relationship of western states and the federal government, tourism and the shifting debates about frontiers and borders.

On Occasion, 3 credits

HIS 567 New Deal America

An exploration of the Great Depression, the growth of the labor movement, critiques of American capitalism, and the solutions attempted by F.D.R.'s government. Will analyze the impact of World War II on domestic policies and foreign priorities.

On Occasion, 3 credits

HIS 569 The Cold War

The seminar seeks to familiarize graduate students with some of the latest historical scholarship on the Cold War, to expose them to differing analytical and interpretive approaches to this period, and to provide a corpus of in-depth knowledge about the era, including key events, decision makers and their policies, the cultural milieu, and significant documents. We will be examining both the domestic and international dimensions of the era, reading works that deal with such diverse themes as nuclear weapons theorists and theories, McCarthyism, the complex nature of U.S.-West European relations, the roles of non-Western states and actors vis-à-vis the superpower competition, and American culture as a factor during the Cold War.

On Occasion, 3 credits

HIS 571 American Popular Culture

This course will focus on analyses of primary documents and examine both the domestic and international aspects of what is arguably the most significant endeavor of modern/contemporary America: the production and dissemination of popular culture.

On Occasion, 3 credits

HIS 572 New York City: The Making of the "Capital of the World"

This course is an inquiry into the factors that helped shape New York City from its earliest incarnation as the Dutch trading post of New Amsterdam to its current position as the self-proclaimed global capital. Students will be required to make use of the rich lode of available primary documents available at archives and libraries in New York City.

On Occasion, 3 credits

HIS 573 Hollywood and History

This course is an inquiry, on the one hand, into Hollywood's portrayal of historical events, and, on the other hand, into what we can learn about the issues and preoccupations of American society during various periods through the films Hollywood produced at various historical moments. Weekly film viewings.

On Occasion, 3 credits

HIS 575 U.S. Foreign Relations Since 1900

This seminar will expose students to a variety of themes, monographs and selected documents covering United States foreign relations since the turn of the 20th century. Over the course of the semester students will have the opportunity to read widely across an historiography that encompasses traditional diplomatic history and analyses of cultural, gender, and race/civil rights dimensions of foreign relations (and thus helping to establish a broad definition of the term). We will also view and integrate into our discussion several relevant American film satires that are particularly illuminating about the time in which they were released.

On Occasion, 3 credits

HIS 582 East Asian Civilizations

An examination of the civilizations of China, Korea and Japan. Will cover forms of government authority, philosophical disputes, religious beliefs and practices. Will analyze debates about the paths to East Asian modernity.

On Occasion, 3 credits

HIS 583 Modern Latin America

Will cover major events of modern Latin American history including independence movements against colonial rule, revolutions, and the construction of modern nation-states. Will examine development of nationalism, social movements, populism, as well as the politics and cultures of indigenous peoples.

On Occasion, 3 credits

HIS 585 Disease and History

From the Black Death to AIDS, diseases have dramatically affected the course of people's lives. Simultaneously, diseases are also human constructions, for people's actions shape the emergence and spread of diseases. In this course we will study selected examples of diseases outbreaks in different times and places, with particular attention to distinctive social histories of disease and distinctive cultural interpretations of illness and healing.

On Occasion, 3 credits

HIS 587 History of Modern Iran

While surveying a comparatively brief moment within Iran's millennium-long metamorphosis, this course presents a rigorous analysis of the theme of revolution from the rise of Qajar dynasty at the end of the 18th century to the declaration of the Islamic Republic at the end of the 20th century. The class intends to provide students with both a concise overview of the land's modern history and introduce them to several key works in the field of Iranian studies.

On Occasion, 3 credits

HIS 589 History of Borderlands

We live in a world seemingly defined by very hard borders. Our neighborhoods, cities and nations are often portrayed as divided along strict categories of identity (ethnicity, class, culture, etc.). This perception (real or imaginary) is grounded in the creation of the modern nation-state. Yet whether one looks at politics and society in places as different as San Diego, Palermo, Singapore, or the Northwest Territories of Pakistan, communal and political borders were historically more gray than black and white. This course approaches the process by which national and communal borders were forcibly ossified. This course offers an introduction to the construction and consolidation of nations and their borders. We will view this process through a long lens and approach issues of nationalism, state-building and resistance in such diverse places as Macedonia, the North Caucasus, the Sudan, southern China, and Los Angeles. As a course based in global history, students will be

treated to a wide variety of historical methodologies.

On Occasion, 3 credits

HIS 592 History of American Women

This course is an examination of the experiences and identities of women over the course of American history. Course will analyze shifting ideologies about gender relations and the consequences for the economic, political and social life of the nation. It will cover concepts of womanhood, female citizenship, family, sexuality and the growth of feminist thought.

On Occasion, 3 credits

HIS 599 Topics in History

Courses on different historical topics that will be announced under relevant subtitles.

On Occasion, 3 credits

HIS 601 Historiography

An introduction to the variety of interpretive stances taken by historians in the past century and a half. Education in history at the master's level concentrates on how history is interpreted, rather the facts of history themselves. All historians work with factual information, but historians vary widely in the questions they ask, in the kinds of evidence they attend to, and the ways in which they explain what happened. We will study a variety of approaches, including history influenced by Marx, the *Annales* school, structuralist and post-structuralist anthropologists, Habermas, Foucault, Hayden White, feminists, and Kuhn. Students will write a significant study of the historiography of some historical topic, demonstrating that they have developed a critical understanding of modes of historical interpretation.

Once Annually, 3 credits

HIS 705 Practicum in Public History or Public Policy

Designed as one option for successful completion of the degree, this course provides opportunities for M.A. students to develop a significant project intended either to present an aspect of history to the public or to research the historical background for a current issue of public policy. Students will work independently with a faculty member to design and carry out a project tailored to their specific career objectives.

Every Semester, 3 credits

HIS 707, 708 Thesis Seminar

Required of matriculated master's students following Plan I. In the first semester, student will work with thesis advisor to define thesis subject, identify primary and secondary sources, produce an out-

line, an annotated bibliography, and conduct research. In the second semester, student will complete research and write the thesis, presenting portions to advisor(s) in stages for critique and revision. Every Semester, 3 credits per semester

MATHEMATICS

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Degree Programs – Overview

The Department of Mathematics offers two programs of study that prepare candidates for either the Master of Science in Applied Mathematics or the Master of Science in Mathematics for Secondary School Teachers.

The Mathematics Department also offers a degree of Master of Science: Middle Childhood Education (5-9) and a Master of Science: Adolescence Education (7-12) in conjunction with the School of Education. The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools.

At the start of graduate studies, each student prepares a program of courses with a graduate academic counselor.

A student cannot have more than one grade lower than a B in mathematics courses that are applied toward the degree. Students with two or more such grades must see an advisor before registering for further courses

Admission Requirements

A bachelor's degree, including an undergraduate calculus sequence with grades of B or better, is required for admission to all of the graduate programs in the Mathematics Department. A student who does not meet the minimum entrance requirements may be accepted on a limited matriculant basis.

Applied Mathematics – M.S.

There are two options offered in this program:

- Option I: Classical Mathematics
- Option II: Computer Mathematics

Besides basic course requirements, each candidate must choose one of the following capstone experiences:

1. The student registers for one elective credit in MTH 709, prepares a topic in mathematics and delivers a lecture on that topic.

2. The student registers for four elective credits in MTH 707 and writes a thesis on a topic in mathematics.

Option I: Classical Mathematics

Required Courses (24 credits)

Courses	Credits
MTH 543 Ordinary Differential Equations and Special Functions	3
MTH 553 Fourier Methods and Boundary Value Problems	3
MTH 615, 616 Linear Algebra I, II	6
MTH 627 Complex Analysis I	3
MTH 631* Foundations of Analysis	3
MTH 632* Applications of Analysis	3
MTH 681 Numerical Methods I	3

*Waived for a student who has previously earned credit in an equivalent course. Six approved elective credits will be substituted.

Electives Courses (13 credits)

A total of 13 credits, approved by the department, is required. These elective credits include the choice of capstone experiences as described above (1 or 4 credits). At least six elective credits must be in mathematics; others may be selected from one of the sciences.

Option II: Computer Mathematics

While familiarity with at least one major programming language is desirable, it is not required. Algorithms presented in the required courses will be described in C++ or Java.

Required Courses (18 credits)

Courses	Credits
MTH 512 Mathematical Logic and Information	3
MTH 521 Linear Programming	3
MTH 568 Mathematics Statistics	3
MTH 615 Linear Algebra I	3
MTH 631* Foundations of Analysis	3
MTH 632* Applications of Analysis	3

*Waived for a student who has previously earned credit in an equivalent course. Six approved elective credits will be substituted.

Electives Courses (19 credits)

A total of 19 credits, approved by the department, is required. These elective credits include the choice of capstone experiences as described above (1 or 4 credits). As many as nine elective credits, approved by the student's graduate academic counselor, may be taken in the Computer Science Department.

Mathematics for Secondary School Teachers – M.S.

A student who pursues the Master of Science in Mathematics for Secondary School Teachers is a teacher or prospective high school mathematics teacher. Besides basic course requirements, each candidate must choose one of the following capstone experiences:

1. The student registers for one elective credit in MTH 709, prepares a topic in mathematics and delivers a lecture on that topic.
2. The student registers for four elective credits in MTH 707 and writes a thesis on a topic in mathematics.

Required Courses (21 credits)

Courses	Credits
MTH 511 Set Theory	3
MTH 512 Mathematical Logic and Information	3
MTH 513 An Introduction to Abstract Algebra	3
MTH 514 Euclidean Geometry	3
MTH 524 History of Mathematics	3
MTH 631 Foundations of Analysis	3
MTH 632 Applications of Analysis	3

Electives Courses (16 credits)

A total of 16 credits, approved by the department, is required. These elective credits include the choice of capstone experiences as described above (1 or 4 credits). The student cannot take more than six credits of approved electives outside the department.

Note: This program does not lead to New York State teaching certification.

Mathematics: Adolescence Education (7-12)

The Master of Science degree in Mathematics: Adolescence Education (7-12) is offered by the School of Education in conjunction with the Department of Mathematics. This program leads to New York State teaching certification. The student must take 19 credits of mathematics. The student must maintain a cumulative GPA of 3.00 in the School of Education and a GPA of 3.00 in the Liberal Arts and Sciences content area. In addition, any student who receives grades below B in two grad-

uate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

Twelve credits of 18 credits in mathematics must be earned in the following courses:

Thirteen credits of the 19 credits in mathematics must be earned in the following courses:

Required Courses (13 credits)

Courses	Credits
MTH 511 Set Theory	3
MTH 513 An Introduction to Abstract Algebra	3
MTH 514 Euclidean Geometry	3
MTH 631 Foundations of Analysis	3
MTH 710 Research and Oral Presentation for Mathematics Education	1

Mathematics Elective Courses (6 credits)

A total of six credits, approved by the department, is required.

Additional Mathematics Requirements

The student is required to take a comprehensive written examination that tests the student's knowledge of the main concepts studied MTH 511, 513, 514 and 631. This exam will be given once per semester as announced.

Mathematics: Middle Childhood Education (5-9)

Students should consult with the academic advisors in the School of Education and College of Liberal Arts and Sciences for degree and course requirements for the Middle Childhood Education program.

Mathematics Course Descriptions

With departmental approval, under certain circumstances, students without prerequisites may take courses.

MTH 501 Mathematics for Elementary School Teachers I

This course is an intensive study of: 1 the structure of the number system and systems of enumeration including bases other than 10; 2 the set concept and those set operations pertinent to the elementary school curriculum; 3 the fundamental operations of arithmetic;

4 useful topics from number theory, including a study of divisibility, primes, the fundamental theorem of arithmetic, finite and infinite decimal series.

On Occasion, 3 credits

MTH 502 Mathematics for Elementary School Teachers II

This course covers work in finite arithmetic, modulo systems, topics in logic for the elementary school, a look into two- and three-dimensional geometry for the grades including topics in basic measurements, surface areas and volumes of geometric figures, experiments in geometry and topology, set theory and its relation to the languages of geometry and, finally, a look into some probability as applied to fifth and sixth grade mathematics.

On Occasion, 3 credits

MTH 511 Set Theory

This course covers sets, Cartesian products, relations, functions, binary operations, finite and infinite cardinal numbers and its application to the development of mathematical systems.

Spring, 3 credits

MTH 512 Mathematical Logic and Information

Topics covered in this course are the propositional and predicate calculus, binary arithmetic and coding, error-correcting codes, information and entropy.

Alternate Spring, 3 credits

MTH 513 An Introduction to Abstract Algebra

This course is not open to students who have had an upper level undergraduate course in algebraic structures. This course is a study of the basic properties of the natural numbers. Construction of the integers, rational numbers, real numbers and complex numbers is included. In the process of these constructions there arise the basic algebraic structures: groups, rings, fields. Also included are equivalence relations and isomorphisms.

Fall, 3 credits

MTH 514 Euclidean Geometry

This course is a careful study of the foundations of Euclidean geometry contrasting the metric and synthetic approaches. This course includes ruler and compass construction. Different strategies involving reading, writing, talking and listening will be used to make sense of mathematics and to develop insight into how these strategies can help students of varying ability levels become active participants in learning mathematics. Thus, participating students will not only improve

their own abilities at learning with texts, but will also learn how to adapt the techniques to pre-college learning environments. The course will actively engage students in learning mathematics with texts varying in level of content background and difficulty. This course satisfies the literacy requirement in the discipline for the Master of Science in Adolescence Education: Mathematics.

Prerequisite: Permission of the Mathematics Department

Spring, 3 credits

MTH 521 Linear Programming

This course covers elementary linear algebra, convex geometry, linear programming problems, the simplex method. Also included is Tucker and Dantzig tableaux, duality, sensitivity analysis, solutions of the transportation and the assignment problems, and computational considerations.

Alternate Fall, 3 credits

MTH 524 History of Mathematics

This course covers the development of mathematical concepts and methods from ancient times to the present. The course includes the interaction of mathematics and the physical sciences and the evolution of the abstract point of view.

On Occasion, 3 credits

MTH 543 Ordinary Differential Equations and Special Functions

This course examines the properties of solutions of ordinary differential equations, existence and uniqueness, series solutions of linear differential equations near regular and singular points. The course is a study of special functions: Bessel, Legendre and hypergeometric.

Alternate Fall, 3 credits

MTH 553 Fourier Methods and Boundary Value Problems

This course covers partial differential equations of physics and the Fourier series and integrals with applications to initial and boundary value problems. The course includes orthogonality and completeness, series of Bessel functions, Legendre polynomials and convergence.

Prerequisite: A course in ordinary differential equations

Corequisite: MTH 631

Alternate Spring, 3 credits

MTH 568 Mathematical Statistics

Topics include classification of data, experimental design, hypothesis testing, unbiased and maximum likelihood estimators, nonparametric statistics, regression and correlation.

Alternate Fall, 3 credits

MTH 584 Automata Theory

The course includes the theoretical basis of computer science, including discussion of finite automata, context-free grammars, pushdown automata, Turing machines, computable functions, the halting problem, incompleteness and unsolvability, and Godel numbering.

Prerequisite: MTH 512

On Occasion, 3 credits

MTH 613 Number Theory

This course includes the Euclidean algorithm, the Fundamental Theorem of Arithmetic, Euler's function, linear Diophantine equations, congruence and modular arithmetic, Gauss's and Euler's theorems, quadratic residues and reciprocity law, and homogeneous binary forms.

On Occasion, 3 credits

MTH 615 Linear Algebra I

This course includes the study of real vector spaces, linear dependence and independence and bases. Linear transformations, matrices, determinants and linear equations are also included.

Alternate Fall, 3 credits

MTH 616 Linear Algebra II

This course covers quadratic forms, eigenvalues and eigenvectors, diagonalization, canonical forms; also, the applications to differential equations including small oscillation theory.

Prerequisite: MTH 615

Alternate Spring, 3 credits

MTH 617 Abstract Algebra

This course studies groups, rings, fields, vector spaces and their mappings, and Galois Theory.

Prerequisite: MTH 513

On Occasion, 3 credits

MTH 621 Topology

This course is the study of elementary point set topology including notions of open, closed, compact and connected sets. Continuous maps, homeomorphisms, metrics, completeness and induced topology are studied. Some aspects of algebraic topology are briefly introduced.

On Occasion, 3 credits

MTH 623 Algebraic Computing

This course is an applied study of integer and polynomial arithmetic, including Euclid's algorithm, mod m inverses, Chinese remainder and interpolation algorithms, computation by single and by multiple homeomorphic images, and fast Fourier transform algorithms.

Prerequisite: MTH 513 or equivalent

On Occasion, 3 credits

MTH 625 Operations Research

This course includes nonlinear programming; steepest ascent and the branch and bound algorithms; quadratic programming and the Thiel and Van der Panne algorithm; and nondifferentiable problems including dynamic programming; finite and infinite stage problems and the theory of queues: stochastic processes (Markov and Poisson); single, multiple and infinite channel queues; and non-Markov queues.
Prerequisites: MTH 521, 568
Corequisite: MTH 631, 615
On Occasion, 3 credits

MTH 627, 628 Complex Analysis I, II

This course covers the algebra and geometry of complex numbers, analytic functions, Cauchy integral theory and applications, Taylor and Laurent series, residue calculus and Laplace transforms. Selected applications from potential theory, ordinary differential equations, and Fourier transforms are also included.
Prerequisite: MTH 631 or permission of instructor
Alternate Fall, Spring, 3 credits per semester

MTH 631 Foundations of Analysis

This course is an in-depth study of functions, continuity, limits, differentiation, sequences and series and the Riemann integral, Euclidean spaces and metric spaces.
Corequisite: MTH 511 or equivalent
Fall, 3 credits

MTH 632 Applications of Analysis

This course is a study of functions of several variables, including maxima and minima, Lagrange multipliers, implicit function theorem, Jacobians, vector algebra and calculus, and Green, Gauss and Stokes theorems. Applications from geometry and physics are considered.
Prerequisite: MTH 631
Spring, 3 credits

MTH 661 Projective and Related Geometries

This course is an algebraic and synthetic approach to projective, affine, Euclidean and non-Euclidean geometries, including finite geometries.
On Occasion, 3 credits

MTH 667 Probability Theory

This course covers the fundamentals of probability theory, discrete and continuous random variables, the binomial, normal, and Poisson laws. Moments and characteristic functions, derived and multivariate distributions, and the law of large numbers and central limit theorem are examined. Illustrative applications to the physical sciences is included.
Prerequisites: Calculus and Elementary Set Theory
On Occasion, 3 credits

MTH 672 Topics in Mathematics

This course is a detailed treatment of some topic in analysis, algebra, geometry, number theory or topology not covered by an existing course.
Note: This course may be taken more than once only with the express approval of the chairperson.
Prerequisite: Approval of the department chairperson or graduate academic counselor
On Occasion, 3 credits

MTH 673 Calculus of Variations with Applications

The classical theory of the variational calculus along with weak solutions, Euler-Lagrange equations, Hamilton's principle, multiplier methods, fixed and variable end-point problems, direct and semi-direct procedures for the solution of extreme problems including Raleigh-Ritz, Galerkin, and Kantorovich methods with applications to continuum mechanics are examined.
Prerequisite: MTH 632
On Occasion, 3 credits

MTH 675 Differential Geometry

This course deals with the geometry and analysis of manifolds. Topics include the inverse function theorem, implicit function theorem, transversality, curvature and the Morse lemma.
Prerequisites: MTH 615, 631 or equivalent
On Occasion, 3 credits

MTH 681 Numerical Methods I

The algorithms for numerical solution of linear and nonlinear equations, approximation of functions by polynomials and numerical integration are examined.
Alternate Spring, 3 credits

MTH 682 Numerical Methods II

This course examines the numerical solution of differential and difference equations, error analysis, and Monte Carlo methods.
Prerequisite: MTH 681
Alternate Fall, 3 credits

MTH 687 Digital Computer Programming for Teachers

This course covers computer programming as applied to the secondary school mathematics curriculum. Programs related to matrices, systems of equations, linear programming and calculus are considered. The student develops programming skills in conjunction with these applications. The language employed depends on the current needs of secondary school teachers.
On Occasion, 3 credits

MTH 707 Research Methods and Thesis Seminar

This course includes the use of the literature, the selection of a thesis topic and

writing the thesis. For the Master of Science degree, the thesis usually consists of a detailed and scholarly exposition on some topic in mathematics. An oral defense of the thesis is required. This course is open only to matriculated students.
On Occasion, 4 credits

MTH 709 Oral Presentation

Under the guidance of a faculty member, the student prepares and presents a lecture on an approved mathematical topic to a faculty/student audience.
On Occasion, 1 credit

MTH 710 Research and Oral

Presentation for Mathematics Education
 Under the guidance of a faculty member, the student prepares and presents a lecture on an approved mathematical topic appropriate to the graduate mathematics education program to a faculty/student audience.
On Occasion, 1 credit

POLITICAL SCIENCE/ INTERNATIONAL STUDIES

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Political Science – M.A.

The Political Science/International Studies Department offers the Master of Arts in Political Science with four areas of concentration: American government, comparative government, international relations, and political theory. A candidate for admission to the program, in addition to satisfying the general requirements for admission to graduate studies, may be required to take the Graduate Record Examination (both the aptitude test and the advanced political science or government test). This requirement may be waived by the department chair.

Degree Requirements

A candidate who is admitted to the Master of Arts degree program in Political Science has a choice of two options:

Option I: Thesis

This program option is designed primarily for a candidate who anticipates continued graduate study at the doctoral level. It requires 30 semester hours of courses including the writing of a master's thesis to demonstrate the student's ability to research and evaluate findings, organize materials and present conclusions effectively.

Of the 30 semester hours, a total of 24 credits in graduate political science courses (including POL 700, 707, and 708) is required for degree Option I. If circumstances warrant, the department chair may authorize a student to take up to six elective courses in other departments. Students interested in writing a thesis must secure departmental authorization in advance.

Option II: Comprehensive Examination

This program option requires 36 semester hours of courses and the passing of a comprehensive examination to demonstrate the candidate's satisfactory graduate level of preparation and knowledge. Comprehensive examinations for Option II students are administered once during the Fall semester and once during the Spring semester. A candidate must register with the Department for the Fall examination by November 1 and for the Spring examination by March 1. No examinations are given at any other time of the year.

Required Courses (36 credits)

Courses	Credits
POL 700 Political Science: Approaches and Methodologies	3
POL 710 Seminar in Political Science	3
Related graduate courses, approved by the chair (history, economics, sociology).	
If circumstances warrant, the department chair may authorize a student to take elective courses in other departments.	6
Graduate political science courses	24

Social Studies: Middle Childhood (5-9) – M.S.

Students should consult with the academic advisors in the School of Education and College of Liberal Arts and Sciences for degree and course requirements for the Middle Childhood Education program.

Social Studies: Adolescence Education (7-12) – M.S.

The program requires completion of 36 graduate credits, divided between education courses (24 credit hours) and social studies courses (18 credit hours). Successful completion of two comprehensive examinations, one in education and a second in social studies, is also required. The 24 credit hours in education courses include 6 credits of student teaching.

The student must maintain a cumulative GPA of 3.00 in the School of Education and in the Liberal Arts and Sciences content area. In addition, any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

Political Science Course Descriptions

American Government

POL 500 American Constitutional Development and Interpretation

This course covers the problems involved in the process of writing and developing a constitution, the meaning and interpretation of various approaches to constitutional theory and practice, the substance and meaning of constitutional phraseology, the historical and legal development of constitutional ideology, and the tests that must be made of the materials which may or may not find their way into a constitution.
Fall, 3 credits

POL 501 The Theory and Practice of Federalism

This course covers the theory of federalism and the experience in federalism in the United States, with some reference to other federal systems.
Spring, 3 credits

POL 502 American Political Parties

This course examines the nature and operation of American national, state and local party systems and politics related to the broad setting of the governmental system and prevailing political values. Special emphasis is given to substantive and procedural problems.
Fall, 3 credits

POL 503 Interest Groups and Lobbies in American Politics

This course is an analysis of group theory: nature and function of interest groups, pressure groups and lobbies; organization, functions and behavior of political interest groups; techniques and goals of lobbying. *Spring, 3 credits*

POL 507 Changes and Reforms in Current American Politics

This course is a study of recent procedural and substantive changes in American politics against a background of continuity in American political institutions. Special attention is given to the areas of public opinion, political parties, the presidency, the Congress, and focusing on the effects that change and reform have on governmental policy. *Spring, 3 credits*

POL 509 Women in Politics and Administration

This course is an analysis of the various roles women have played in the academic and professional development of politics and public administration. In addition, the course is concerned with the concept of women's rights and the role of the public sector both as an inhibition and a contribution. *Fall, 3 credits*

POL 510 The American Legislative Process

This course is an intensive study of the American legislative process its organization, function and behavior. Special emphasis is given to substantive and procedural problems. *Spring, 3 credits*

POL 511 Public Policy and Public Choice

This course is a detailed study of selected problems in public policy determination within the American political system. *Fall, 3 credits*

POL 517 Institute of Practical Government and Politics

This course is a nonpartisan seminar in which governmental and political leaders meet to discuss practical political issues. The seminar is organized as a dialogue between the guests and the students. *On Occasion, 2 credits, two weeks*

POL 522 Concepts of the American Presidency

This course is designed to introduce students to the study of permanent and changing factors in the American presidency. *Fall, 3 credits*

POL 531 The Supreme Court as a Political Institution

This course examines the history and present status of the United States Supreme Court as a political instrumentality, and how it affects political, social and economic changes in American society. *Spring, 3 credits*

POL 532 Current Problems in Constitutional Law

This course is the analysis, possible synthesis and ultimate evaluation of Supreme Court approaches to 20th century problems of constitutional law concerning jurisdiction and judicial review, federalism, separation of powers, commerce, taxing and spending powers, war powers and civil liberties. *Spring, 3 credits*

POL 541 Teaching Civil Liberties

This course is designed for improving the teaching of constitutional freedom in public and private schools. Materials and methods for teaching the Constitution and the Bill of Rights are presented. The course is primarily for secondary school teachers. *Fall, 3 credits*

POL 551 Metropolitcs

Governments and politics of metropolitan regions: development, governmental structures and functions, interest and power relations, politics and problems of cities and metropolitan areas are considered. *Fall, 3 credits*

POL 561 Intergovernmental Relations

This course is an examination of the relationships and cooperative functions between governmental credits of the federal, state and local levels with particular emphasis on New York State. *Spring, 3 credits*

POL 570 Defense Policy

This course is an analysis of the military and its relationship to both domestic and foreign policy. Special consideration is given to the United States. The areas surveyed include nuclear strategy, the concept of the limited war, guerrilla warfare, the military as a political force, and war as a policy tool. *Fall, 3 credits*

POL 581, 582 Research and Field Work on Problems in American Government

First semester: Teaching by several members of the department stresses the areas of public opinion, national, state and local governments as well as methodology.

The approach is behaviorally oriented. This semester is on a seminar basis and students are required to choose a topic of interest from which they can construct a research design.

Second semester: Students go into the field to write a paper in accordance with their design. In as many cases as possible, students are placed in voluntary internship programs with local or national governments or political party organizations. The student works under the professor of his or her choice and any member of the department is available for help. *On Occasion, 3 credits per semester*

POL 951 Seminar on Public Opinion

This course covers research in the theory and history of public opinion. Included are techniques in the measurement of public opinion and issues in the philosophy of public opinion. *Fall, 3 credits*

Comparative Government

POL 600 British Political Theory and Practice

This course is an analysis of the nature of the British constitution, the crown, the ministry and cabinet, parliament and elections, the party system, law and the courts, local government. *Spring, 3 credits*

POL 612 Comparative Legal Systems

Systems to be considered are the Anglo-American system, the Islamic system, the judicial system of the former U.S.S.R., and civil law systems from the point of view of their structure, function and philosophical base. *Spring, 3 credits*

POL 622 Problems in Comparative Government

This course is a thorough study and analysis of specific issues in government as treated by selected world powers. *Fall, 3 credits*

POL 635 Political Power in Contemporary China

This course is an analysis of the major political ideas, institutions and groups in contemporary China and their impact on political decision-making. *Fall, 3 credits*

POL 636 Political Systems in Developing Areas: Regional Analysis

One semester is devoted to each region. Political modernization of the developing areas; process of transition from traditionalism to modernism; developing political institutions and changing political

processes to be considered in the following specific regions: South and Southeast Asia, East Africa the Middle East, Africa south of the Sahara, North Africa, and Latin America.
On Occasion, 3 credits

POL 637 Seminar in the Political Problems of Asia

This course is advanced research in selected problems of Asian political institutions and is primarily intended for graduate students specializing in the regional studies of Asia.
Fall, 3 credits

POL 639 Seminar in the Political Problems of Africa

This course is advanced research in selected problems of African political institutions and is primarily intended for graduate students specializing in the regional studies of Africa.
Spring, 3 credits

POL 640 The Dynamics of Revolution

This course covers the backgrounds and causes of revolutions and the assessment and prediction of revolutionary threat or potential. The types and stages of revolution and the techniques of revolutionary action; the planning, organization, and conduct of revolution as a conflict instrument in; and the prevention and suppression of revolution are examined.
Fall, 3 credits

POL 644 Political Development and Modernization

This course is a comparative examination of the cultural, social and ideological forces that produce political and social change with special emphasis on the role of political leadership, the interrelationships between political development and nation-building and the preconditions for the modernization revolution.
Fall, 3 credits

POL 646 Russian Government and Politics

This course is a study of Russian politics and political culture from the Imperial period through the period of the Soviet regime to the present. Emphasis is placed on continuity and change in political thought and practice within Russia.
On Occasion, 3 credits

POL 652 Institute on Asian Problems

This course covers the political, economic, social and cultural aspects of the Asian area with emphasis on current problems. Participation by representatives of the area is stressed.
On Occasion, 3 credits

POL 653 Institute on African Problems

This course covers the political, economic, social and cultural aspects of the African area with emphasis on current problems. Participation by representatives of the area is stressed.
On Occasion, 3 credits

POL 654 Institute on European Problems

This course covers the political, economic, social and cultural aspects of the European area with an emphasis on current problems. Participation by representatives of the area is stressed.
On Occasion, 3 credits

POL 655 Institute on Middle East Problems

The political, economic, social and cultural aspects of the Middle East area with an emphasis on current problems are examined. Participation by representatives of the area is stressed.
On Occasion, 3 credits

POL 656 Institute on Latin-American Problems

The political, economic, social and cultural aspects of the Latin-American area with an emphasis on current problems are examined. Participation by representatives of the area is stressed.
On Occasion, 3 credits

POL 675 The Politics of International Information and Cross Cultural Communications

This course is a study of culture-based perceptions of the media in both developed and developing countries with particular emphasis on the influence of politics on the ownership, control and performance of the media. The mandate structure and function of the U.N. Department of Public Information are examined.
Spring, 3 credits

POL 700 Political Science: Approaches and Methods

This course is a study and analysis of the approaches and methodologies used by political scientists in examining the issues and problems of their discipline. Students develop research designs using varied approaches and methodologies discussed in class. (POL 700 should be taken during a student's first semester in the program.)
Fall, 3 credits

POL 701 Quantitative Analysis of Empirical Data in Political Science

This course is a comprehensive introduction to the major concepts and methods of contemporary empirical research and

data analysis in political science. Statistical techniques and the use of computers as tools for political analysis are emphasized.
Spring, 3 credits

POL 703 Political Science: The Development of the Discipline

This course examines the development of the discipline of political science and includes a survey of the works of the chief writers in the present scope of political science.
Fall, 3 credits

POL 704 Special Problems in Political Science

This course covers research on a special problem in political science not covered in existing courses conducted under the guidance of a faculty member. Approval of the department chair is required.
Every Semester, 3 credits

POL 707, 708 Research Methods and Thesis Seminar

This course is open only to matriculated students pursuing Option I. In the first semester, advanced study of the scientific method in the discipline of political science, together with the preparation of a master's thesis proposal and an outline of the thesis, is presented. In the second semester, the actual writing of the thesis is covered.
Every Semester, 3 credits

POL 710 Seminar in Political Science

This course is a seminar designed to facilitate the integration of general principles, procedures and areas offered in the Master of Arts program for Option II M.A. students. The topic or topics of the seminar vary from semester to semester, dependent on the decision of the department. This seminar may be taken only once.
On Occasion, 3 credits

International Relations

POL 720 Theories of International Relations

This course is an examination of the problems raised by the study of international relations along with the functions and types of empirical theory such as "political realism," "peace through law," equilibrium, strategic defense, polycentrism and social communication.
Spring, 3 credits

POL 721 Current Strategies and Global Politics

This course is an examination of the development of strategic theories and their impact on the foreign policies of major states in the contemporary world.
Annually, 3 credits

POL 722 The United Nations and World Stability

The goal in this course is to examine the role that the United Nations plays in promoting stability within and among nations. The course evaluates the success and failure of various tools available to this organization ranging from the use of military forces to humanitarian assistance, and the existing constraints and possible directions for the future.
On Occasion, 3 credits

POL 731 The Sources of International Law

This course is a historical and analytical study of the documentary sources of international law and the community of nations.
Annually, 3 credits

POL 732 Public International Law

This course studies the substantive rules of the law of nations pertaining to the relations of how public policy is formulated, applied, and enforced in administrative organizations; also, procedural law for the settlement of international disputes.
Fall, 3 credits

POL 742 Problems in International Organization

This course examines special topics of international organization, particularly those pertaining to the present scene.
Every Semester, 3 credits

POL 760 Demography, Populations and Politics

This course is a study of domestic and international population problems and their influence on the formation and implementation of public policy.
On Occasion, 3 credits

POL 761 Diplomacy

This course examines the nature and formulation of diplomatic traditions. It is a study of the evolving role of diplomacy in international relations.
Spring, 3 credits

POL 762 Foreign Policy in Contemporary World Politics

This course is the research and discussion of selected topics in foreign policy techniques and decision-making processes since World War II.
Fall, 3 credits

POL 764 Politics of Multilateralism

This course is a study of the theory and practice of multilateralism in the contemporary international system. Particular attention is devoted to international organizations involved with

peace keeping, reactive and preventive diplomacy, conflict resolution and conflict prevention.
On Occasion, 3 credits

POL 772 Institute on the United Nations

This course is a study of the United Nations and its related agencies and commissions. Students will visit the United Nations and benefit from the participation by representatives of this international organization and its agencies.
On Occasion, 3 credits

POL 782 International Relations (Formerly Political Science 541 or 638)

This course is a systematic approach to specific problems in international relations such as political nationalism, geography, population and food, natural resources, imperialism, international law and organization, and collective security.
Spring, 3 credits

POL 783 Teaching of International Relations

This course consists of lectures, readings and discussions of fundamental concepts, principles and problems of international relations with current applications. This course is primarily for secondary school teachers.
On Occasion, 3 credits

Political Theory

POL 800 Basic Problems of Legal Philosophy

This course is an examination of selected problems of legal philosophy conducted through the study of representative works of major schools of legal thought.
Fall, 3 credits

POL 801 Political Thought From Plato to the 16th Century

This course is an analysis of the evolution of Western political thought from ancient Greece to the 16th century.
Spring, 3 credits

POL 802 Modern Political Thought: N. Machiavelli to J.S. Mill

This course is an investigation of the evolution of Western political thought from Niccolo Machiavelli to John Stuart Mill.
Fall, 3 credits

POL 803 Contemporary Political Ideologies

This course is a comparative study of major political ideologies and their relationship to political events.
Spring, 3 credits

POL 811 American Political Theory

This course is an advanced historical and analytical examination of government theories in the United States.
Fall, 3 credits

POL 815 Law and Political Theory in Ancient China

This course is a critical study of selected writers and issues in the development of traditional Chinese political and legal thought.
Spring, 3 credits

POL 822 Studies in Constitutionalism

This course is an analysis of the rise of constitutionalism in medieval and early modern Europe and focuses a particular emphasis on the revival of Roman law, the impact of Aristotelianism, and the development of the conciliar movement.
Fall, 3 credits

POL 823 Democracy and Dictatorship

This course is a discussion and evaluation of traditional and contemporary interpretations of democracy and dictatorship and takes into consideration both political and nonpolitical factors.
Fall, 3 credits

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In addition to the full-time faculty, a number of well-trained and highly experienced adjunct faculty actively participate in the students' training. These individuals assist in teaching graduate courses, supervise student research and clinical training, and are actively involved in the Department.

Degree Programs

The Psychology Department offers two graduate degree programs, one leading to the Doctor of Psychology (Psy.D.) in Clinical Psychology, which trains doctoral-level clinicians, and the other to the Master of Arts (M.A.) in Experimental Psychology which prepares students for careers and/or for admission to doctoral programs. In addition, the department offers an Advanced Certificate Program in Applied Behavior Analysis.

Master of Arts in Experimental Psychology

The basic entrance requirements are an undergraduate degree (not necessarily in psychology), the general GREs, two letters of recommendation, and a personal statement that outlines reasons for applying to the program. An undergraduate course in research methods and a course in statistics are required.

Applications are processed on a rolling basis and are accepted until August 15. However, students who want to be considered for assistantships are urged to submit their applications by April 1 for the Fall semester and by November 1 for the Spring semester. A student who does not satisfy all of the criteria for full matriculant status or whose application is incomplete may be accepted on a limited matriculant basis. Upon completion of two courses selected from PSY 606, PSY 607, PSY 651 or PSY 703 with a grade of 3.0 or better, the student may request consideration for full matriculant status. This request will be reviewed with the same academic criteria used to evaluate newly submitted applications. Qualified students with no intention of applying for full matriculant status may be permitted to take a limited number of courses as Arts and Sciences non-matriculants.

Application forms can be obtained by contacting the Admissions Office. For further information about the program or to arrange a site visit, contact the program's graduate counselor: Dr. Nancy Frye, Director of the M.A. Program at (516) 299-4290, nancy.frye@liu.edu or the department chair, Dr. Gerald Lachter at (516) 299-2184, gerald.lachter@liu.edu or visit our Web site at: <http://www.cwpost.liu.edu/cwis/cwp/clas/psych/gradprog.html>.

A student's cumulative grade point average in his or her approved program of study may be no less than 3.00. Any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

Master of Arts Curriculum

Required Core Curriculum (24 credits)

Course	Credits
PSY 606 Statistics in Psychology	3
PSY 607 Experimental Methods in Psychology I	3
PSY 608 Experimental Methods in Psychology II	3
PSY 651 Behavior Analysis and Learning	3
PSY 652 Perception and Cognition	3
PSY 703 Neuropsychological Bases of Behavior	3
PSY 707 Thesis Tutorial I	3
PSY 708 Thesis Tutorial II	3

Electives (12 credits from the following)

Course	Credits
PSY 614 Social Psychology	3
PSY 616 Personality	3
PSY 653 Developmental Psychology	3
PSY 655 Psychopathology	3
PSY 657 Applied Behavior Analysis	3
PSY 658 Practicum in Applied Behavior Analysis	3
PSY 661 Psychological Assessment	3
PSY 664 Theory and Practice of Psychotherapy	3
PSY 666 Psychopharmacology	3
PSY 704 Advanced Issues in Psychology I	3
PSY 705 Advanced Issues in Psychology II	3

Advanced Certificate in Applied Behavior Analysis

To apply for admission, students need to submit an application, at least one letter of recommendation, and a personal statement. Applications are accepted until August 1 for the Fall semester and December 1 for the Spring semester. Students seeking to earn the Advanced Certificate in Applied Behavior Analysis are required to complete six graduate psychology courses. Three courses are in basic Applied Behavior Analysis (9 credits), two courses are in advanced topics in Applied Behavior Analysis (6 credits), and one is a practicum course in Applied Behavior Analysis (3 credits), for a total of 18 credits. Completion of the program satisfies the coursework requirements for eligibility to take the Board Certified Behavior Analyst™ Examination. The following courses make up the certificate program:

PSY 607 Experimental Methods in Psychology I
PSY 651 Behavior Analysis and Learning
PSY 657 Applied Behavior Analysis
PSY 658 Practicum in Applied Behavior Analysis
PSY 704 Advanced Issues I
PSY 705 Advanced Issues II

Students enrolled in the CASE (Concentration in Autism and Special Education) program can also complete the requirements for the Advanced Certificate in Applied Behavior Analysis by taking PSY 607, 651, and 657. These courses are taken in addition to the education courses required to complete the CASE program. In order to complete the 18 credits in the Advanced Certificate in Applied Behavior Analysis, 9 credits in Education courses would substitute for the corresponding Psychology courses as follows:

EDS 625 Contemporary Issues & Research in Autism Spectrum Disorders substitutes for PSY 658 Practicum in Applied Behavior Analysis. EDS 625 is an advanced seminar in current issues facing the field of special education.

EDS 629 Curriculum-based Assessment and Instruction of Students with Severe Disabilities/Autism substitutes for PSY 704 Advanced Issues in Psychology I: Autism. EDS 629 focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities and autism.

EDS 635 Behavior Management for Children with Autism and Developmental Disorders substitutes for PSY 705 Advanced Issues in Psychology II: Development of Behavior Intervention Programs. EDS 635 provides an introduction to the principles of applied behavior analysis (ABA) and its application for children with autism and other developmental disabilities.

For further information please contact: Dr. James Vacca, Chairperson, Department of Special Education and Literacy, (516) 299-3677, james.vacca@liu.edu, or Dr. Kathleen Feeley, Assistant Professor, Department of Special Education, (516) 299-2231, kathleen.feeley@liu.edu.

Experimental Psychology Course Descriptions

PSY 606 Statistics in Psychology

A graduate-level treatment of descriptive and inferential univariate statistics. Data analysis using SPSS will be studied in conjunction with the theoretical material. *Prerequisite: Undergraduate course in Statistics*
Spring, 3 Credits

PSY 607 Experimental Methods in Psychology I

The major focus of this course is on the design, execution and evaluation of single-case research designs. Topics to be considered include a discussion of the history and philosophy of behavior analysis, a discussion of experimental control, and single-case research techniques and examples from both experimental and applied behavior analysis. Data presentation methods including the use of Microsoft Excel will also be discussed.
Fall, 3 credits

PSY 608 Experimental Methods in Psychology II

This course covers the design, execution, and evaluation of psychological research using group designs. Representative topics include between and within group designs, random assignment, and questionnaire construction. Data collection via the Internet is emphasized.

Prerequisite: PSY 607

Fall, 3 credits

PSY 614 Social Psychology

This course is a discussion of fundamental issues in contemporary social psychology, together with an evaluation of theory, experimental methods and research trends.

On Occasion, 3 credits

PSY 616 Personality

The theories of personality are examined from a dual viewpoint: the historical development of theories of behavior and a critical evaluation of these theories in the light of current research.

On Occasion, 3 credits

PSY 651 Behavior Analysis and Learning

This course provides (1) an introduction to the major theories dealing with conditioning and learning, and (2) a systematic analysis of the current data obtained from animal learning experiments in the areas of reinforcement theory, stimulus control and aversive control.

Fall, 3 credits

PSY 652 Perception and Cognition

An examination of the principles of perception and cognition, with a focus on their interaction.

Spring, 3 credits

PSY 653 Developmental Psychology

This course explores major theories, developmental norms and experimental research on development throughout the life span. The focus is on the psych-social development of the self in the historical, sociocultural and physical environmental contexts. Special attention is given to ethnic and cross cultural similarities and differences, the impact of the information age, and to the active role of the individual in his/her developmental journey.

On Occasion, 3 credits

PSY 655 Psychopathology

The etiology, symptomatology and dynamics of major mental disorders are discussed. Neuroses and psychoses, and the classification and systematic presentation of organic and nonorganic clinical patterns are presented. A discussion of current literature is included.

Spring, 3 credits

PSY 657 Applied Behavior Analysis

This course examines the theory and practice underlying the application of principles of classical and operant conditioning to the analysis and treatment of problems in human behavior.

Spring, 3 credits

PSY 658 Practicum in Applied Behavior Analysis

Students will work in the field under the supervision of a qualified behavior analyst in a setting of their choice. The time period will vary between six weeks (Summer) or 14 weeks (Fall or Spring semester). Practicum settings include, but are not limited to, agencies serving people with developmental disabilities, consulting firms, research facilities and schools.

Every Semester, 3 credits

PSY 661 Psychological Assessment

This course deals with the theories of intelligence, the history of the intelligence testing movement, and the administration, scoring, interpretation and reporting on the major tests of intelligence for all ages. Emphasis is placed upon the Stanford-Binet Intelligence Scale, WPPSI, WISC and WAIS. The use of specialized tests of intelligence for select handicapped populations (blind, deaf, etc.) is explored. The course includes supervised practical experience.

Special fee

On Occasion, 3 credits

PSY 664 Theory and Practice of Psychotherapy

This course is a survey of major theories of individual intervention and includes an introduction to basic techniques used in a one-to-one counseling situation.

Fall, 3 credits

PSY 666 Psychopharmacology

This course is a study of the neuropharmacological and behavioral effects of psychoactive drugs including stimulants and antidepressants, antianxiety agents, antipsychotics, hallucinogens or psychotomimetics, cannabis preparations, and the opiates.

On Occasion, 3 credits

PSY 703 Neuropsychological Bases of Behavior

A systematic study of the neuroanatomical and neurophysiological mechanisms mediating behavior. Emphasis is placed on sensory systems and on mapping these systems within the brain. Neurological and psychological disorders are discussed with respect to the affected brain. Methods and techniques used in the investigation of neural correlates of behavior are demonstrated in the laboratory.

Fall, 3 credits

PSY 704-705 Advanced Issues in Psychology I and II

This course deals with the advanced treatment of topics of current theoretical interest.

Registration by special permission only.

Every Semester, 3 credits per semester

PSY 707-708 Thesis Tutorial I and II

Student receives guidance on the selection of a problem and the execution of the thesis experiment, followed by an oral defense of the thesis.

Every Semester, 3 credits per semester

Clinical Psychology – (Psy.D.)

The Clinical Psychology Doctoral Program at the C.W. Post Campus of Long Island University offers a Doctor of Psychology (Psy.D.) degree and has as its basic purpose the training of doctoral level clinical psychologists who will exhibit professional attitudes and apply current knowledge and practice skills for the prevention and alleviation of psychological problems. The program is also committed to training students who will provide services in public sector settings to traditionally underserved groups. While the mission is to broadly train clinical psychologists, the program also seeks to provide each student with special competencies in one of three areas: family violence, developmental disabilities, or serious and persistent mental illness. The program also provides its graduates with clinical and theoretical training in two major orientations-psychoanalytic and cognitive-behavioral.

The Clinical Psychology Doctoral Program is fully accredited by the American Psychological Association (see the Office of Program Consultation and Accreditation, 750 First St., NE Washington, D.C. 20002-4242/ 202-336-5979), registered by the New York State Education Department and listed by the Association of State and Provincial Psychology Boards and the National Register of Health Service Providers in Psychology as a designated institution offering a doctoral program in psychology. The program is based on the practitioner-scholar model of clinical training.

The program is located off-campus, about 15 miles west from the main C.W. Post Campus, in Roslyn, NY and adjacent to the Roslyn train station.

The Practitioner-Scholar Training Model

The term practitioner-scholar best describes the primary educational model at the Clinical Psychology Doctoral Program. The professional practice of psychology is the primary focus of the training program. However, this practice is informed by scientific scholarly inquiry. All program requirements are consistent with a definition of a science-practice relationship that includes "the productive interaction of theory and practice in a primarily practice based approach to inquiry" (Hoshmand and Polinghorne, 1992). In addition, because our program focuses on two theoretical orientations, psychodynamic and cognitive-behavioral, our students are presented with different models of clinical knowledge. Students are encouraged to use the scientific method in clinical thinking and to critically assess their clinical practice. The program also employs a developmental training approach, where expectations of minimum competency gradually increase as students proceed through the sequence of coursework, supervised clinical practice and the completion of other requirements. The program is designed so that students assume increased responsibility and independence as they progress from the first year to completion.

Upon completion of the program, graduates are expected to be able to function as competent and ethical psychologists providing psychological services to various individuals, groups and organizations. Graduates are also expected to have specialized knowledge and experience with at least one of three populations: people with serious and persistent mental illnesses, people with developmental disabilities and families with violence. These advanced concentration areas represent one facet of our public interest mission.

The competencies promoted in the program are based on a blended version of the National Council of Schools and Programs of Professional Psychology Educational Model proposed by Peterson, Peterson, Abrams and Stricker (1997) and the Competencies in Professional Psychology model outlined by Kaslow (2004). This blended version reflects the generally accepted competencies in professional psychology training and the unique mission of the Clinical Psychology Doctoral Program. The goals and objectives determine the policies, curriculum, training experiences and environment of the program and are designed to promote

foundational competencies, core competencies and specialty competencies (Kaslow, 2004). The competencies are:

Foundational:

1. Ethics
2. Individual and Cultural Diversity
3. Professional Development

Core:

4. Research and Evaluation
5. Assessment
6. Intervention
7. Consultation and Supervision

Specialty (Concentration):

Serious Persistent Mental Illness or Developmental Disabilities or Family Violence

Foundational Competencies

1. **Ethical Competence** includes the following components: knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. In particular, ethical behavior requires knowledge of an ethical decision making model and the ability to apply that model in the various roles enacted by a professional psychologist (Kaslow, 2004).

2. **Individual and Cultural Diversity**

Competence "requires self awareness of one's own attitudes, biases, and assumptions and knowledge about various dimensions of diversity and appropriate professional practice with persons from diverse groups" (Daniel, Roysircir, Abeles and Boyd, 2004). This can also be identified as multicultural competence. It requires an understanding of the need to consider and include individual and cultural differences in clinical work, possession of the knowledge necessary to conduct culturally competent practice and the attitudes and values consistent with such professional activities.

3. **Professional Development**

Competence: Peterson, Peterson, Abrams and Stricker (1997) identified relationship competence as including "a) intellectual curiosity and flexibility, b) open-mindedness, c) belief in the capacity for change in human attitudes and behavior, d) appreciation of individual and cultural diversity, e) personal integrity and f) belief in the value self-awareness." Kaslow (2004) refers to a similar competency as professional development. The emphasis

on professional development has the advantages of being more inclusive and consistent with a developmental approach to training. She includes a) "interpersonal functioning" operationalized as "social and emotional intelligence, the capacity to relate effectively with others, developing one's own professional approaches and persona, internalizing professional standards, seeing one's self as a cultural being, and understanding the impact of one's own culture on interactions with others". b) "Critical thinking implies thinking like a psychologist, that is assuming a psychological and scientific approach to problem solving and c) "self-assessment, or the capacity for self-reflection, possessing an accurate assessment and awareness of one's own level of knowledge and skill, and using this information to gauge one's readiness to provide psychological services in specific areas of practice" (Kaslow 2004, pp 776-777). Students and graduates should be aware of their own biases, limitations, and distress signals and be capable and desirous of creating and maintaining safe and effective environments when providing psychological services. The program focuses not only on the application of professional development competency with clinical populations, but also on how such change impacts on relationships with colleagues, supervisors and community professionals. In addition, an important aspect of professional development, or a central skill necessary for successful clinical practice is what Schon as described in Hoshmand and Polinghorne (1992), called "reflection-in-action," or a "capacity to keep alive, in the midst of an action, a multiplicity of views of the situation".

4. **Core Competencies Research and Evaluation** Competency includes the capacity to grasp psychological inquiry and research methodology via qualitative, quantitative or theoretical study of psychological phenomena relevant to clinical issues. It includes a desire to investigate local and/or individual psychological phenomena using a systematic mode of inquiry. This competency area also involves problem identification and the acquisition and interpretation of information concerning the problem in a scientific manner.

5. **Assessment Competence** requires the ability to “describe, conceptualize, characterize, and predict relevant characteristics of a client” (Peterson, Peterson, Abrams and Stricker, 1997, p.380) This involves the development of assessment, diagnostic, and clinical interviewing skills in cognitive, personality, and behavioral domains and the ethical use of these assessment instruments and methods.

6. **Intervention Competence** is expected in the following areas: intervention skills related to psychodynamic psychotherapy, cognitive-behavioral therapy, and applied behavior analysis with children, adolescents and adults in group as well as individual formats. These skills include the formulation and conceptualization of clinical cases, the development and implementation of treatment plans, the assessment of treatment progress and outcome, the performance of treatment consistent with ethical principles and relevant legal guidelines and the ability to communicate effectively to clients the methods to be used.

7. **Consultation and Supervision Competence** involves “the planned collaborative interaction between the professional psychologist and one or more clients or colleagues, in relation to an identified problem area or program” (Peterson, Peterson, Abrams and Stricker, 1997, p. 380) and the capacity to exercise supervisory skills, which include knowledge of the ethical codes, laws, regulations and values that determine an ethical approach to psychological practice. The ability to teach others to develop competent clinical intervention skills is also part of the competency.

8. **Specialty Competence (Concentration Competence)** includes the development of advanced knowledge, skills and attitudes in at least one of three concentration areas: Serious and Persistent Mental Illness, Developmental Disabilities or Family Violence.

Program Requirements

The program requires a full-time [year-round] commitment in each of the four years of residency. The fifth year is spent in completion of a full-time clinical

internship. Students are regularly evaluated by the faculty and clinical supervisors. Evaluations reflect continued broadening of knowledge, personal and emotional development, and an ability to employ increasingly sophisticated clinical procedures. Steady development in each area is required for the student to progress in the program.

Specific requirements for the degree are

- satisfactory completion of 88 credits in general, clinical, professional, and elective concentration courses;
- evaluations that reflect appropriate development of professional skills and judgment;
- satisfactory completion of a clinical competency evaluation consisting of a case presentation, analysis, and defense;
- satisfactory completion of year-long externships in the second, third and fourth years, and the full-time internship in the fifth year of the program
- completion of an acceptable doctoral dissertation usually in the student's elective concentration area, including an oral presentation of findings and conclusions.

Once an applicant is accepted for admission, every effort is made to assist the candidate in the successful and timely completion of the program. Each student is provided with a faculty and peer advisor. Student support groups, instructors, and supervisors are available to help integrate the stresses and challenges of doctoral training into professional growth. Continued and reasonable expansion of professional knowledge, skills and values is the basic guidepost of a student's successful evaluation.

Curriculum

The total number of credits required to graduate is 114. Of these credits 88 are for academic courses and 26 credits are for practica/externships/supervision courses. There are five basic competency areas, each of which includes a sequence of comprehensive courses. Area one deepens the students' knowledge of basic psychological concepts and principles.

There are six required courses in this first area. Area two is the clinical core, which consists of courses in assessment, psychopathology, psychotherapy and ethics.

This area, the largest, includes twelve required courses designed to train stu-

dents in the basic understanding of psychopathology, methods of assessment with different groups, and the approaches for intervening with people who have problems in living. The courses address different populations, modalities and theoretical models. Area three is the research core. Three courses in statistics and research methodology prepare students for understanding the role of research in clinical practice and two independent courses are designed to help the student complete a doctoral dissertation. Area four is a series of six seminars which focus on issues of professional development, including learning about clinical psychology in the public interest, professional socialization, clinical supervision and the “psychological life of mental health organizations”. The fifth area is a series of two courses where the student receives beginning level training in the application of his or her clinical knowledge and skills to specific client populations and their problems. The three concentrations are family violence, developmental disabilities and serious and persistent mental illness. In addition, students may choose to take elective courses in various topics. These are offered almost every semester.

Clinical Orientations

Although the practice of clinical psychology is informed by a number of theoretical approaches, students in this program receive substantial didactic and practical training in two major orientations, cognitive-behavioral and psychoanalytic. One or both of these orientations influence most academic courses and both orientations are a critical part of each student's clinical experience. For example, all second year students placed in the program's Psychological Services Center, receive psychotherapy supervision from at least two supervisors, one psychoanalytic and the other cognitive-behavioral. As a result of this experience, our graduates have the background and tools to practice with one or both models. This provides them with considerable professional flexibility, necessary in the world of changing demands and possibilities.

Clinical Training

The clinical externships in the second, third and fourth years are critical to the training of every candidate. Sixteen hours per week are required in the second, third and fourth years of training. Students receive a total of fourteen credits for externship work. The second year

placement is fulfilled on campus at the Psychological Services Center.

Externship sites are available in the three concentration areas, as well as in more general clinical areas. The program is currently affiliated with more than 50 externship sites in a variety of settings, including inpatient, outpatient, and community mental health facilities.

Psychological Services Center

The Clinical Psychology Doctoral Program supervises the Psychological Services Center (PSC). The PSC offers low cost preventative and clinical mental health services for community members. The PSC also serves as a training and research center for Psychology Graduate Student Therapists and Doctoral Program Faculty members. During the course of their clinical development, Doctoral Students complete a one-year supervised externship placement at the PSC. Located in the community at One Expressway Plaza, Roslyn Heights, New York (about 15 minutes from the main C.W. Post Campus), the spacious PSC facility is designed for the delivery of specialized mental health services for children and adults including various modalities of psychotherapy and psychological assessment.

Admissions Requirements

An applicant's eligibility for admission is based on evidence of intellectual aptitude, personal maturity, and commitment to psychology in the public interest. The Clinical Psychology Doctoral Program is committed to maintaining its quality of education by limiting the number of students, accepting between 18-20 candidates into each class.

Approximately one third of the applicants meeting the criteria for consideration will be invited to an interview. The interview is an important part of the evaluation of the applicant. The interview consists of two individual meetings with faculty. A tour of the facilities and an opportunity to meet with current doctoral candidates are also arranged. Interviews will be conducted in February.

Completed applications include: 1) Clinical Psychology Doctoral Program application form; 2) personal statement; 3) a current curriculum vitae; 4) application fee; 5) a minimum of a baccalaureate degree from an accredited college or university and a minimum of 18 credit hours of psychology, including courses in

Statistics, Research Design or Methods, Personality and Abnormal Psychology; 6) copies of all undergraduate and graduate transcripts 7) three strong letters of recommendations; 8) submit official copies of their scores on the Graduate Record Examination (GRE), the writing GRE exam, and Subject Psychology test. Scores should be sent directly to the Graduate Admissions Office. C.W. Post's Educational Testing Service (ETS) Service Code is 2070. Applications without all test scores submitted will not be considered under any circumstances. In addition, students may choose to take elective courses in various topics. These are offered almost every semester.

A full application can be found online through the program's Web site. The deadline for all application materials is January 15th.

Part-time study is offered on a case-by-case basis only to continuing students but not to incoming.

Personal Enrichment

Program graduates may take courses in the Program provided that they:

- Complete and submit a "Personal Enrichment/Visiting Student" application to the Program, along with an application fee; and,
 - Meet with the Program Director & Instructor of the course for approval
- Unfortunately, the program cannot accommodate visiting students enrolled in other graduate or doctoral programs into its required curriculum courses. Visiting students may apply to take the elective courses, given that there is room in the course and on the approval of the instructor.

Transfer Credits and Advanced Standing

Because of the unique nature of the program, a maximum of 12 transfer credits will be granted judiciously. If a student wishes to be considered for transfer credit, those credits must be in graduate courses taken within the last five years with at least a grade of B. All applications for transfer credits must be submitted to the program by the spring of the 1st year.

Other advanced standing status requests may be considered. Note that financial aid from the program will not be available to students who receive Advanced Standing status. Contact the program directly for information on applying for Advanced Standing.

Financial Aid

Students in the first three years of the program can be expected to receive between \$10,000 and \$25,000 in financial aid. In rare exceptions, students in the 4th year of the program can receive up to \$10,000 in financial aid. The department funds doctoral students in three main ways (Work scholarships, Teaching Assistantships, and Fellowships). In addition, the department, the University, and individual students supplement these funds from a number of other sources. All students expecting aid from the program must complete the Free Application for Federal Student Aid (FAFSA), regardless of whether or not they will be requesting federal monies.

PsyD Scholarship: As a research assistant, you will assist a professor with his or her research for six hours a week during the academic year. These assistantships pay \$10,000 and up per academic year (September-May).

Teaching Assistantship: Students teach their own section of Introduction to Psychology to undergraduates at C.W. Post. These positions pay \$10,000 and up per academic year (i.e. for teaching two sections of an Introduction to Psychology course).

Fellowships to Reduce Mental Health Service Disparities

The purpose of this funding program is to encourage our students to work with certain groups (low SES, African Americans, Hispanics, immigrants, people with physical disabilities, and gay/lesbian/bisexual/transgendered people) after they graduate from our program by providing a financial incentive to gain experience and expertise with these groups while a doctoral student at C.W. Post. In order to be eligible for this fellowship, a student must plan to devote a significant percentage of his/her career to working with members of at least one of these groups. To apply, a student does not have to belong to one of these groups. He or she must simply want to work with clients from at least one of these groups upon graduation. These Fellowships pay \$22,000 per academic year and are renewable for the first three years, as long as the student remains in good standing.

Safe Zone Coordinator Fellowship: Each year, the coordinator of the Safe Zone Project will receive a fellowship equivalent to the size of the fellowships intended to reduce mental health disparities.

Research Grant Funding: Faculty and students in the doctoral program regularly apply for funding to conduct research. Such funding may include payment for graduate research assistants.

Other Sources of Funding: Program and practice assistantships are often available through external organizations which are associated with the program and/or with which program faculty collaborate. These are typically offered through a separate application process with the organization.

Supplementary Departmental Financial Aid Based on Need, Merit, & Underrepresented Ethnic Minority Status: The department will provide between \$3,000 and \$6,000 per year to students who demonstrate a high degree of need, to students who are particularly high performing, and to students who are from underrepresented ethnic-minority groups.

Student Health Insurance

Commuter Student Health Insurance is available to all first-year students. In the second, third, fourth, and fifth years (while the student is in clinical placement settings), all students must have health insurance. Compulsory health insurance will be applied to each student's bill every fall, but can be waived by the end of October of each academic year.

Program Governance

The Doctoral Training Committee (DTC) is the main governing body of the Clinical Psychology Doctoral Program. Its members include: the Program Director, all core faculty, the Psychological Service Center Director, the Psychology Department Chairman, one Psychology faculty representative, one student representative from every student group, and one student representative for every class year.

Student Progress Evaluation

Further elaboration of the program's policies on academic standing and policies are available in the Student Handbook, accessible on our Web site and handed out to all incoming first year students.

Academic Performance

The time limit for completing the Clinical Psychology Doctoral Program is seven years from the date of enrollment. Students may, in the spring of their 7th year, request an extension via a formal letter to the DTC. Students cannot take more than 8 years to complete the program.

Academic Evaluation

The grading scheme for all doctoral courses can be found on individual instructors' syllabi. The grading scheme is standard across all courses. Students are also rated using the Academic Competency Evaluation form, which rates all foundational competencies as well as the relevant core competencies (which varies by course).

Evaluation of students' dissertation progress is monitored by the committee chair and the program director. Dissertation Defenses are evaluated on the basis of competencies.

Clinical Work Evaluation

Student externs and interns are evaluated bi-annually by the extern/internship supervisors. All evaluations are reviewed by the Director of Clinical Training and the students' advisor. The Clinical Competency Evaluation is one of the required milestones for all students completing their 3rd year externship. The CCE must be passed before students are allowed to apply for internship.

Academic Conduct

Academic irregularities or dishonesty, such as plagiarism and cheating, may result in an automatic failure in a course and dismissal from the program.

Unsatisfactory Academic Performance

A student whose academic performance is below competency level (i.e., a B in course grades and a 2 on all relevant competency ratings) will be placed on probation and be required to formulate a remediation plan with their advisor and one faculty member. Remediation can be the result of poor grades, lower than expected competencies, ethical issues, or failures to meet required deadlines. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Unsatisfactory Clinical Work Performance

A student whose clinical work is rated as below the expected competency level will be required to meet with the Director of Clinical Training and their faculty advisor. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Leave of Absence

A student requesting a leave of absence must write a formal letter to the Program Director stating reasons for the request, an estimated return to study date, and a plan for completion of the program. Leaves are granted on a case-by-case basis. If granted, the time away will not count towards the 7-year limit.

Student Groups

The **Doctoral Student Association (DSA)** is the student organization for the program that meets on a monthly basis to discuss the needs, concerns and various areas of interest of the doctoral students. This organization seeks to enhance the students' professional development and training. Membership is open to all full-time doctoral students in the program.

Peer-Advisement System: All first year students are assigned upper-class students who serve as peer advisors.

Students for Multiculturalism

Awareness in Research & Training (S.M.A.R.T.) is an organization maintained and run by the program's doctoral students. Its primary aim is to promote and advocate for continued education and training in issues pertaining to diversity and under-served populations within the doctoral program in clinical psychology at C.W. Post. Our interests include, but are not limited to poverty, ethnic/cultural diversity, race, sexual orientation, identity, and disability, to name a few. SMART committee members organize activities and outings to provide an atmosphere for learning and discussion. Previous activities have included obtaining a grant enabling us to invite renowned psychologists to provide colloquium lectures to the department, movie nights, and international pot luck dinners.

SafeZone

The Safe Zone Project is a diversity training program that was adapted by the C.W. Post Clinical Psychology Doctoral Program to increase the doctoral students' sensitivity, awareness and knowledge of

important issues that concern lesbian, gay, bisexual and transgender (LGBT) individuals. In an effort to provide clinical doctoral students with training that will help foster LGBT-affirmative attitudes and engender LGBT-sensitive psychologists, the program provides a Safe Zone training that is mandatory for all entering students enrolled in the program. By bearing some of the responsibility of training individuals to competently and ethically work with LGBT individuals and related issues, the Safe Zone Project is an integral part of the program's effort to respond to the American Psychological Association's call to clinical training programs for the promotion of knowledge and training in human diversity. Although the Safe Zone Project does not provide comprehensive clinical training for treating those with LGBT-specific problems, or sexual and gender identity/orientation issues, the training does prepare a new generation of students to be more informed, sensitive, and ultimately better clinicians to the LGBT community. The Safe Zone Project offers the opportunity for a dialogue about diversity and endorses the program's provision of an atmosphere that respects all individuals, regardless of sexual orientation, ethnic background, age, ability, and gender.

Alumni Council

Formed in 2007, the Alumni Council is made up of alums from the first graduating class to the latest graduating class. The group meets bi-annually and as needed.

Program Publications

The program publishes *The Participant Observer* on a bi-annual basis. This publication includes doctoral student, faculty, and alumni submissions.

Get a Grip: the weekly e-newsletter of the Clinical Psychology Doctoral Program at C.W. Post – Long Island University which keeps the program community informed of program events, outside conferences, and job opportunities.

Full-Time Clinical Faculty

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Clinical Psychology Doctoral Program Curriculum

Schedule of Courses

FIRST YEAR

Fall Semester
803/803L Cognitive and Neuropsychological Assessment
810 Clinical Psychology in the Public Interest
824 Developmental Psychology: Lifespan
826 Clinical Interviewing
861 Child and Adolescent Psychopathology

Spring Semester
804/804L Personality Assessment
806 Advanced Psychopathology
807/807L Behavioral Assessment
820 Behavior Analysis
851/851L Assessment of Children

Summer Semester
863 Family Therapy (Elective)

SECOND YEAR

Fall Semester
811 Ethical Practice in Clinical Psychology I
821 Cognition, Perception and Cognitive Therapy
830 Professional Development Seminar: Case Supervision I

- 837 Introduction to Clinical Research
865 Treatment of Children and Adolescents
878 Group Supervision Intervention I
891 Psychological Services Center Clinic Practicum I

Spring Semester

- 801 Psychological Statistics I
812 Ethical Practice in Clinical Psychology II
822 Individual Intervention: Psychodynamic
840 Professional Development Seminar: Case Supervision II
879 Group Supervision Intervention II
892 Psychological Clinic Practicum II

Summer Semester

- 802 Psychological Statistics II
805/805L Integrating Test Findings and Report Writing
893 Psychological Services Center Clinic Practicum III

THIRD YEAR

Fall Semester

- 844 Biological Basis of Behavior
846, 847, or 848 Concentration: Theory and Research
850 Professional Development Seminar: Benefiting from Supervision
852 Social and Community Psychology
853 Group Psychotherapy
894 Clinical Externship I

Spring Semester

- 838 Doctoral Dissertation I
856, 857, or 858 Concentration: Clinical Applications
860 Professional Development Seminar: Preparation for the CCE
862 History and Systems of Psychology
864 Cultural Issues in Psychology and Psychotherapy
895 Clinical Externship II

Summer Semester

- 896 Clinical Externship III

FOURTH YEAR

Fall Semester

- 839 Doctoral Dissertation II
864 Cultural Issues in Psychology and Psychotherapy*
897 Clinical Externship IV

Spring Semester

- 880 Supervision and Management of Mental Health Professionals
898 Clinical Externship V

FIFTH AND BEYOND

- 841 Full-Time, Year-long Internship
842 Dissertation Supervision Continuation

*All courses listed above are required unless otherwise noted as electives. Students must take two sequential concentration courses (i.e., 846/856, 847/857, or 848/858), but may double-concentrate at the approval of their advisor and the Program Director. Class scheduling is subject to change based on program needs and instructor staffing. *Indicates course sometimes offered in year 3 or 4. All 4th years take a content course.*

Other Program Milestone

Requirements

Project S.A.V.E.: Students must complete before beginning PSC Practicum Placement Available through Continuing Education Child Abuse Identification & Reporting: Available through Continuing Education H.I.V. Workshop for Psychologists: Typically offered every 2-3 years by the program

Clinical Competency Evaluation

Must be scheduled by the student by June 15th of their 4th year. Students must pass their CCE before applying for internship that fall for the following academic year.

Dissertation Proposal

Completed, generally, in the fall of students' 4th year.

Dissertation Defense (associated courses: PSY 838, 839, & 842)

Students must defend their dissertations and hand in a bound copy, with the signatures of their dissertation committee members, to the program in order have this requirement considered complete.

Psy.D. Course Descriptions

PSY 801 Psychological Statistics I

This is the first course in a two-course sequence on research and statistical methods. The curriculum includes basic information about research design, and about descriptive and inferential statistics.
Spring, Year 2, 3 credits

PSY 802 Psychological Statistics II

This course is the continuation of the study of research and statistics that was begun in PSY 801. We cover multiple

regression, logistic regression, factor analysis, PCA, meta analysis, and ANOVA.

Summer, Year 2, 1 credit

PSY 803, 803L Cognitive and Neuropsychological Assessment

This course consists of three principal areas: 1) professional standards and test theory in psychological assessment; 2) preparation for administration, scoring and interpretation of objective test instruments (emphasizing intellectual assessment); and 3) a general introduction to clinical neuropsychology. Lectures, demonstrations, and supervised practice in administration/interpretation of select testing instruments are included.

Laboratory session: 2½ hours weekly

Corequisite for PSY 803: PSY 803L,

Corequisite for PSY 803L: PSY 803

Fall, Year 1, 3 credits

PSY 804, 804L Personality Assessment

This course emphasizes the administration and clinical interpretation of both projective tests and self-report inventories of personality and psychopathology. Supervised practice in administration and analysis of test findings supplements lecture and in-depth examination of select case studies. Another major focus is the integration of findings from several tests and communication of results in preparing coherent reports.

Laboratory session: 2½ hours weekly

Corequisite for PSY 804: PSY 804L,

Corequisite for PSY 804L: PSY 804

Spring, Year 1, 3 credits

PSY 805, 805L Integrating Test Findings/Report Writing

This course focuses on advances clinical interpretations of psychological tests of intelligence, cognitive functioning and personality. Attention is directed toward integrating findings from test batteries, formulating clinical inferences about adaptive functioning, and describing personality functioning in depth.

Laboratory session: 2½ hours weekly

Corequisite for PSY 805: PSY 805L,

Corequisite for PSY 805L: PSY 805

Summer, Year 2, 3 credits

PSY 806 Advanced Psychopathology

This course introduces the student to concepts of normality and abnormality. It covers basic theoretical models in conceptualizing how and why symptoms are formed and maintained, as well as the different etiological pictures entailed in various diagnostic categories (neuroses, character disorders, mood disorders, psychoses, trauma, psychosomatic disorders, and perversions). Psychopathology is

considered from an historical perspective (what has changed over time) as well as a cultural perspective (ways in which different cultures define mental health and foster specific defensive structures, and how cultural factors enter into diagnosis and misdiagnosis of pathology).
Spring, Year 1, 3 credits

PSY 807, 807L Behavioral Assessment

This course provides both theoretical and practical knowledge of behavioral assessment. Distinctions between traditional and behavioral assessment, psychometric principles, diagnostic considerations and treatment evaluation issues are included. Major behavioral assessment methods are reviewed and practiced.

Laboratory session: 2½ hours weekly.

Corequisite for PSY 807: PSY 807L,

Corequisite for PSY 807L: PSY 807
Spring, Year 1, 3 credits

PSY 810 Clinical Psychology in the Public Interest

Students are familiarized with the program's mission through readings and discussions. Questions are raised and discussed about: how to define the public interest; the role of psychotherapy in clinical psychology; whether managed care is in the public interest; and how clinical psychology fits into history and the cultural context. Also, it is in the first semester that candidates begin to examine and address how their own values and biases enter into their relationships with clients, supervisors and staff. Special attention is paid to factors like gender, age, ethnicity and social/economic statuses which often enter into each candidate's treatment of others.
Fall, Year 1, 3 credits

PSY 811 Ethical Practice in Clinical Psychology I

This course is devoted to the development of ethical and responsible clinical practice. Students learn to be sensitive to ethical decision-making models in the normal course of professional practice, and are exposed to various ethical decision-making models. General ethical principles, such as nonmaleficence, beneficence, justice, fidelity and autonomy, through processing of ethical dilemmas, are a central part of the course. Comparisons are made among ethical, regulatory, civil and criminal issues and violations. Learning how to integrate ethical guidelines with good clinical practice is the basic objectives of the course.

Fall, Year 2, 2 credits

PSY 812 Ethical Practice in Clinical Psychology II

This course promotes ethical sensitivity, ethical decision making and ethical consultation skills with the use of a case presentation seminar method. Each student presents an ethical issue or dilemma they have encountered and the other students serve as peer consultants to the presenter. This provides second year students with the opportunity to consult with others on ethical issues and the chance to apply the knowledge gained in the first ethics course to actual professional activities. Attention is given to cultural factors.

Prerequisite: PSY 811

Spring, Year 2, 1 credit

PSY 820 Behavior Analysis

The purpose of this course is to introduce students to the theory, principles and research strategies in the study of animal and human learning as well as the application of behavior analysis in clinical practice.

Spring, Year 1, 3 credits

PSY 821 Cognition, Perception and Cognitive Therapy

The course will review basic findings, theories and methodologies in the study of perception, cognition, and emotions in normal and abnormal behavior. Students will also be introduced to cognitive therapy conceptualization and the practice of empirically supported cognitive therapies.

Fall, Year 2, 3 credits

PSY 822 Individual Intervention: Psychodynamic

This course is designed to educate students in the theory and practice of psychoanalytic psychotherapy. Basic concepts, such as transference, resistance, countertransference, working alliance, termination and interpretation, are examined through readings, presentations and examinations. Students are introduced to object relational, interpersonal and self-psychology approaches to Freudian treatment. Modification due to patient psychopathology and time limitations is also considered.

Spring, Year 2, 3 credits

PSY 824 Developmental Psychology: Lifespan

Provides students with both theoretical and practical knowledge about the human lifespan including an in-depth understanding of the bio-psycho-social contributions in the development of the self. The course will familiarize students with the many challenges and opportunities that individuals confront at various

ages in the lifespan and provide sensitivity training about the contributions that an individual's multicultural identity has on their unique personal development. Through supervised case presentations, students will be prepared to conduct interviews utilizing developmental theories and research, which are appropriate to the developmental level and stage of life of the individual.

Fall, Year 1, 3 credits

PSY 825 Synthesizing Psychotherapy Models

This is an advanced doctoral course for students who have already taken the basic individual intervention (psychotherapy) courses. The course focuses on the philosophical, theoretical and practical similarities and differences between the psychodynamic and cognitive-behavioral approaches, the "common-factors" issues, integration or eclectic models, and other approaches to psychotherapy.

Elective, 3 credits

PSY 826 An Introduction to Interviewing

This course introduces the beginning doctoral student to the basic elements of the psychological interview. The course begins with topics such as the first meetings, listening, note-taking and establishing rapport. Later topics include history taking, mental status exams, special patients, recommendations and communicating findings.

Fall, Year 1, 3 credits

PSY 830 Professional Development Seminar: Case Supervision I

This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist.

Fall, Year 2, 3 credits

PSY 837 Introduction to Clinical Research

In this course students apply the critical thinking and rigorous methodologies of science to the practice of clinical psychology. The course will focus on research design as well as research strategies relevant to practitioners, and will provide a foundation of research and evaluation competencies that will help prepare students to complete the doctor-

al dissertation, as well as to consume and conduct research as psychologists. The course will cover both quantitative and qualitative methods.

Fall, Year 2, 3 credits

PSY 838 Doctoral Dissertation I

Student must have dissertation committee chair chosen.

Spring, Year 3, 3 credits

PSY 839 Doctoral Dissertation II

Student must have dissertation topic and dissertation committee members (2) chosen.

Prerequisite: PSY 838

Fall, Year 4, 3 credits

PSY 840 Professional Development Seminar: Case Supervision

This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist.

Prerequisite: PSY 830

Fall, Year 2, 3 credits

PSY 841 Full-Time Clinical Internship

The fifth year of the program is spent at a full-year, full-time clinical internship. Various sites are available and most often students choose a site in their concentration area. Students must apply to internship sites, which vary in deadline and acceptance rate. Students must be accepted to and complete an internship program accredited by the American Psychological Association or listed as a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). PSY 841 is a requirement for completion of the program and receipt of the degree. Internships generally begin in June of the fourth year or September of the fifth year.

Special fee
Year 4, 0 credits

PSY 842 Dissertation Supervision Continuation

Beginning in the fifth year or when all required program courses excluding internship have been completed, students are required to register for dissertation Supervision Continuation each fall and spring semester until they successfully defend their dissertation. If a student successfully defends their dissertation before the fall semester of their fifth year, this



course will be waived. A bound copy of the dissertation must be submitted to the program.

Special fee

Year 5, 0 credits

PSY 844 Biological Basis of Behavior

The purpose of this course is to study the brain through the examination of the nerve cell. Structure and function of the nervous system will be covered, along with neurotransmission and clinically relevant brain anatomy. Methods and techniques are used in the investigation of neural correlates. Contemporary disorders and issues are discussed with particular emphasis on pharmacological aspects of mental health practice.

Fall, Year 3, 3 credits

PSY 846 Concentration: Theory and Research in Family Violence

The purpose of this course is to highlight a segment of the larger topic of violence by focusing on violence in the home. This research and theory course provides epidemiological, descriptive and theoretical information on the significant areas of child abuse, spouse abuse and sexual abuse. In addition to the scope of the problem, characteristics of the offender, the victim and the witnesses will be described, and the dynamics of their relationships will be analyzed. Following theoretical explanations from psychodynamic, cognitive-behavioral and family systems perspectives, students will review the current state of clinical research in the area of family violence as well as the methodological limitations and conceptual inadequacies.

Students will critique current clinical research and propose innovative and rigorous research ideas.

Fall, Year 3, 3 credits

PSY 847 Concentration: Theory and Research in Serious and Persistent Mental Illness

The seriously mentally ill represent a unique category of patients suffering from exceptionally long episodes of suffering and adjustment difficulties. These difficulties stem from the intensity of the illness, both psychological and biological, and are manifested in social, interpersonal, family and community problems. Many such patients are treatment refractory and await the continued integration of science and clinical care for hopes of improvement. This course examines the psychology of serious mental illness, exploring etiological, treatment, outcome, and mental health policy issues.

Fall, Year 3, 3 credits

PSY 848 Concentration: Theory and Research in Developmental Disabilities

The purpose of this concentration seminar is to provide solid background in theory, research and practice with people who have developmental disabilities. Topics in this first course include definitions, classifications, and epidemiology of developmental disabilities, models of intelligence, diagnostic procedures, strategies for research and research outcome in developmental disabilities.

Fall, Year 3, 3 credits

PSY 850 Professional Development Seminar: Benefiting from Supervision

This course is designed to provide a link between the doctoral program and the first semester for external field placement experiences (externships). Structured exercises and assignments are designed to produce productive discussions about the externship experience including adjusting to new work environments, new administrative structures and requirements, new patient populations, and new supervisory styles. Students are also guided through the process of selecting potential clients to be the focus of their Clinical Competency Evaluation (CCE).
Fall, Year 3, 3 credits

PSY 851, 851L Assessment of Children

This course will cover theory and application in child assessment. In a combination of classroom and laboratory (applied) settings, students learn the principles of assessment with children, and become familiar with the content and administration of techniques of a range of standard child assessment tools. Students will administer, score and write a report for one child testing case. Laboratory session: 2 1/2 hours weekly
Corequisite for PSY 851: PSY 851L
Corequisite for PSY 851L: PSY 851
Spring, Year 1, 3 credits

PSY 852 Social and Community Psychology

An examination of small group processes and social problems in contexts that include issues of gender, disability, racism, homelessness, health psychology, adoption, terror management, environmental psychology, and media influences on aggression, race, and the psychotherapeutic profession.
Fall, Year 3, 3 credits

PSY 853 Group Psychotherapy

This course presents a historical orientation to group psychotherapy. The student will learn about large and small group dynamics – both within the clinic and in society at large. Concepts covered include of group-as-a-whole, containment, holding, cohesiveness, leadership (and co-leadership), prejudice and scapegoating, identification and individuation. are covered.
Fall, Year 3, 3 credits

PSY 856 Concentration: Clinical Applications in Family Violence

Builds on theoretical foundations acquired in PSY 846 and emphasizes psychotherapeutic interventions for offenders, victims and witnesses of family violence.

Students learn various methods of clinical assessment used in family violence treatment and learn methods of intervention from cognitive-behavioral, psychodynamic and family therapies. Through the use of hypothetical and actual case presentations, students implement and evaluate available therapies.
Spring, Year 3, 3 credits

PSY 857 Concentration: Clinical Applications in Serious and Persistent Mental Illness

The aim of this course is to familiarize students with psychotherapeutic understanding and techniques for the treatment of serious and persistent mental illness. The first part of the course addresses key concepts – e.g., projective identification, attacks on linking, psychic retreats and autism, and regression – in the treatment of primitive or regressed states of mind, regardless of diagnostic category. Section one of the course also carefully examines the importance of appreciation and use of countertransference in these treatments. Part two of the course addresses psychotherapy techniques that are designed to treat specific diagnostic categories – including: narcissistic, schizoid, and borderline personality disorders, psychosis, trauma and addiction, severe depression, and perversions.
Spring, Year 3, 3 credits

PSY 858 Concentration: Clinical Applications in Developmental Disabilities

An introduction to intervention strategies with people who have developmental disabilities and their families. The relationship between applied behavioral research and treatment is emphasized. The course focuses on the role of the clinical psychologist in providing services to individuals and small groups of clients as well as the families of people with developmental disabilities.
Spring, Year 3, 3 credits

PSY 860 Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)

This semester is a continuation of PSY 850 culminating in a written and oral case presentation to a panel of three professional psychologists (including on full-time faculty member). Students are evaluated on such factors as treatment plans and progress, ethical issues, difficulties with the case and sensitivity to human diversity.
Spring, Year 3, 3credits

PSY 861 Child & Adolescent Psychopathology

Provides a historical perspective and conceptual models of child and adolescent psychopathology and emphasizes an integration of major developmental issues. The course focuses on specific diagnostic classifications pertinent to children and adolescents and covers clinical symptomatology, epidemiology, etiology considerations, course and prognosis, familial patterns, and influences and differential diagnosis.
Fall, Year 1, 3 credits

PSY 862 History and Systems of Psychology

This course covers the philosophical and historical roots of contemporary psychology. Topics include: 1) the question of psychology as science, 2) examples of myths that have permeated our discipline, 3) the prominent schools and systems of psychology, 4) the history of clinical psychology, 5) the role of gender, ethnicity and social issues in the history of psychology and 6) major ethical issues that are part of the history of psychology. Primary readings and letters exchanged by prominent philosophers and psychologists are discussed.
Spring, Year 3, 3 credits

PSY 863 Family Therapy

This course provides a survey of a wide range of issues related to families. Basic theories regarding family functioning are discussed and a review of major family therapy modalities is presented. Throughout the course, attention is paid to the impact of social class, race, gender, ethnicity, physical disability and sexual orientation on the structure and function of families. Students have the opportunity to conceptualize the use of family therapy in their own concentration, to focus on a topic of particular interest, and to being to evaluate the impact of their own family experiences on their development and their work.
Summer, Years 1 and 2, 3 credits

PSY 864 Cultural Issues in Psychology and Psychotherapy

This course is designed to help students work more effectively with clients from different racial, ethnic or cultural backgrounds. The lectures and readings provide an introduction to aspects of non-European cultures such as African American, Asian American and Latino in order to help students to better understand their clients' experiences, values and world view. Throughout the course, students will be introduced to clinical concepts that are central to the challenges of cross-cultural client work.
Spring, Year 3 or Fall, Year 4, 3 credits

PSY 865 Treatment of Children and Adolescents

Examines the psychodynamic and cognitive-behavioral approaches to dealing with various childhood disorders. Developmental psychopathology, childhood assessment and diagnosis, and consultation with school and families are included.

Fall, Year 2, 3 credits

PSY 871 Clinical Issues in Psychology I

This course covers advanced treatment of current issues in psychology chosen by the instructor. Registration by permission of the instructor and program director only. Topics can include: self psychology, personality disorders, neuropsychology and internship preparation.

Hours Arranged, 1, 2, or 3 credits

PSY 872 Clinical Issues in Psychology II

This course covers advanced treatment of current issues in psychology chosen by the instructor. Registration by permission of the instructor and program director only. Topics can include: self psychology, personality disorders, neuropsychology and internship preparation.

Hours Arranged, 1, 2, or 3 credits

PSY 876 Special Topic Elective

Consideration of a topic in clinical psychology not covered in other courses such as neuropsychological testing, psychopharmacology, relational approaches to personality development, autism, language and thought disorders, feminist psychology, psychotherapy with difficult patients, psychology and law, psychology of addictions, Dialectical Behavior Theory (DBT), object relations theories, unconscious fantasies, dreams, free association, creativity, couples therapy and psychopharmacology.

On Occasion, 1, 2, or 3 credits

PSY 877 Special Topic Elective

Same as PSY 876 with Pass/Fail grading.

On Occasion, 1, 2, or 3 credits

Special topics for PSY 876 and 877 may include:*Dialectical Behavior Therapy*

This course will introduce Dialectical Behavior Therapy (DBT), one of the original acceptance-based treatments that spawned a movement that contributed to the revolutionary "third wave" of behavior therapy. Through didactics, experiential components, and video, this course will familiarize the student with theory, research, and treatment strategies of DBT. The first part of the course will cover theory, research, treatment structure

and modes, treatment targets, dialectics, communication strategies, commitment strategies, validation, and behavior therapy. The second part of the course will cover secondary treatment targets and DBT skills modules: Mindfulness, Emotion Regulation, Distress Tolerance, and Interpersonal Effectiveness.

Object Relations Theories

This course will provide a historical perspective and conceptual models of object relations theories and focus on the role of object relations in the etiology, development, and expression of psychopathology from childhood to adulthood. The course will survey the object relations theories of everyone from Melanie Klein to Peter Fonagy and the relational theorists, paying particular attention to the conceptual differences and similarities among these various theories. Empirical justification of object relations theories and the assessment of object relations as well as controversies and critiques of these theories will be considered. Case formulation using object relations models will also be covered. Finally, the course will introduce students to new directions in object relations theories offered by contemporary object relations theorists.

Unconscious Fantasies, Dreams, Free Association, and Creativity

This course addresses the multiple roles and manifestations of one of the giant pillars of psychoanalysis: the unconscious. Unconscious fantasies, dreams, free associations, and the creative process are studied from a theoretical, clinical, and applied perspective. Abundant case material will be presented to enhance techniques with which to recognize and work with material from the unconscious.

Couples Therapy

Relationship discord and dissolution are widely prevalent and take an enormous psychological toll on partners, their children, and their extended families. This course will cover the assessment and treatment of couple discord, detailing cognitive behavioral and more recent acceptance-based, integrative approaches. Course components will include experiential elements, exercises, and role-plays as well as discussion and didactics. Other treatments covered may include emotion-focused couples therapy and insight-oriented couples therapy.

Psychopharmacology

This course will cover basic concepts associated with the major categories of psychoactive medications (antidepressants, anti-anxiety drugs, antipsychotic

meds, stimulants and depressants). Knowledge of drug-dosing, therapeutic index, cross-tolerance, substance-dependence and withdrawal will be covered, as well as drug-seeking behavior and the potential for misuse and abuse of medications. Emphasis will be placed on general principles of pharmacokinetics, including routes of administration, contraindications and mechanism of action.

PSY 878 Group Intervention Supervision I

All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program.

This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups.

Fall, Year 2, 3 credit

PSY 879 Group Intervention Supervision II

All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program.

This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups.

Spring, Year 2, 3 credit

PSY 880 Supervision and Management of Mental Health Professionals

Focuses upon supporting advanced students in developing their skills as clinical supervisors and managers of psychologists as well as of professional and administrative staff in mental health and other disciplines. The structure includes a combination of didactic and experiential learning with readings encompassing issues of specific technique, interpersonal relatedness, authority and responsibility, ethics and organizational development.

Spring, Year 4, 3 credits

PSY 891 Psychological Clinic Practicum I

This course offers the opportunity for Graduate Student Therapists (GST) at the C.W. Post Psychological Services Center (PSC) to receive supervised experience in the delivery of a variety of psychological services including individual and group psychotherapies, marital and family therapy, psychoeducation, prevention and wellness counseling and psychological assessment. In addition to weekly individual supervision by both faculty and



community licensed psychologists, the GST participate in weekly group therapy supervision, clinic administrative meetings and educational seminars.

Fall, Year 2, 3 credits

PSY 892 Psychological Clinic Practicum II

Continuation of PSY 891.

Prerequisite: PSY 891

Spring, Year 2, 3 credits

PSY 893 Psychological Clinic Practicum III

Continuation of PSY 892.

Prerequisite: PSY 892

Summer, Year 2, 3 credits

PSY 894 Clinical Externship I

Supervised training in clinical psychology at program-approved externship sites for two days per week.

Fall, Year 3, 1 credit

PSY 895 Clinical Externship II

Continuation of PSY 894.

Prerequisite: PSY 894

Spring, Year 3, 1 credit

PSY 896 Clinical Externship III

Continuation of PSY 895.

Prerequisite: PSY 895

Summer, Year 3, 1 credit

PSY 897 Clinical Externship IV

Supervised training in clinical psychology at program-approved externship sites for two days per week. Continuation of PSY 896.

Prerequisite: PSY 896

Fall, Year 4, 1 credit

PSY 898 Clinical Externship V

Continuation of PSY 897.

Prerequisite: PSY 897

Spring, Year 4, 1 credit

PSY 899 Clinical Externship

Continuation

For students continuing externship beyond requirement and before internship: Supervised training in clinical psychology at program-approved externship sites for two days per week.

Prerequisite: PSY 898

Every Semester, Year 5, 1 credit

INTERDISCIPLINARY STUDIES

Phone (516) 299-2233

Faculty

Richard McNabb

Associate Dean, College of Liberal Arts and Sciences

Director, Interdisciplinary Studies Program

Associate Professor of English

B.A., M.A., Ph.D., University of Arizona

richard.mcnabb@liu.edu

C.W. Post offers both the Master of Arts and Master of Science graduate degree programs in Interdisciplinary Studies (IDS) that may incorporate courses from any of the six C.W. Post colleges and schools. An individualized course of study, subject to the approval of the IDS Faculty Committee, will be developed by the student with the assistance of appropriate advisors and the program director. A total of 36 credits is required for the degree, of which six credits must be in thesis work.

Although each program will vary according to the needs and interests of the student, the program must be coherent. A clearly stated rationale for choosing Interdisciplinary Studies and a list of proposed courses must be approved by the IDS Faculty Committee before matriculation is granted.

Additional information is available by calling the Office of the Dean of the College of Liberal Arts and Sciences at (516) 299-2233, or by visiting the program's Web site at

www.cwpost.liu.edu/cwis/cwp/clas/ids/idsgrad.htm

IDS 707, 708 Interdisciplinary Research and Thesis Seminar

These courses are open only to matriculated students in the IDS program following formal approval of a thesis proposal. The courses cover the preparation of an interdisciplinary thesis under supervision. The completed thesis is evaluated by a three-member committee chosen from the appropriate interdisciplinary fields and is the subject of an oral examination.

On Occasion, 3 credits per semester

SERVICE COURSE DESCRIPTIONS

The following graduate courses in Anthropology, Economics, Geography, Philosophy and Sociology are, if approved by a program's director, available electives.

Anthropology

ANT 500 General Anthropology – Physical Anthropology and Archaeology

This course is a comprehensive survey of two of the four subfields of anthropology. Emphasis in the physical anthropology portion is placed on basic concepts of human development and variation in the past, in the present and in the future. The archaeological relatedness to physical anthropology as well as its own unique methods, theories, and goals in the field of pre-history are also explored. *On Occasion, 3 credits*

ANT 501 General Anthropology – Cultural Anthropology and Linguistics

Based on the previous semester's work, this course investigates the approaches employed by cultural anthropology and linguistics in the study of man. The structure, processes and theory of culture is analyzed and cultural systems are to be explored with the view of solving adaptive problems in the technological and social areas. The linguistic focus is on perception, thought, symbols and their interrelatedness to culture theory and culture concepts. *On Occasion, 3 credits*

ANT 532 Area Studies

This course is an analysis of selected sociocultural systems and social problems in developing countries of Africa, Latin America and the Middle East. *On Occasion, 3 credits*

ANT 533 Contemporary Asia

This course is an exploration of the social structure and cultural systems of Asian societies – China, India, Japan, Southeast Asia – by analyzing their effects on human behavior and personality. Further emphasis is given to an investigation of social change brought about by East-West cultural contact. *On Occasion, 3 credits*

ANT 541 Archaeology of the Old World

This course is a concurrent lecture series in old world archaeology combined with a five-week intensive program in field

archaeology at selected sites. This seminar investigates problems in pre-history with particular emphasis on the Mediterranean region and covers the Paleolithic through the Neolithic periods. Simultaneously, archaeological survey, excavation and interpretation techniques are studied and applied in connection with the sites being investigated. Students are expected to contribute original thinking on problems of typology, interpretation and methods as they are encountered in the excavations. *On Occasion, 3 credits, 4 credits when given with special field work*

Economics

The requirements for admission to graduate economics courses will include at least six undergraduate credits in basic economics.

ECO 612 Economic Environment of Business

The determinants of national income, employment and price levels are considered. Particular attention is given to the relationship of the national economy to private enterprise. The role of private investment, the relations between government and business (antitrust and labor legislation), and the use of national income accounts in short-run economic forecasting are reviewed. Topics covered include national income accounting, fiscal and monetary policy and their impact on business, and the determination of full employment goals. *On Occasion, 3 credits*

ECO 615 The Economics of Management Decisions

This course is designed to set the foundation for the effective integration of economic theory and administration. Topics discussed include demand analysis, cost determination and pricing in varying market conditions, from perfectly competitive to monopolistic. Strategies for competing in oligopoly markets are investigated. Quantification of economic models is stressed through instruction in basic econometrics. *On Occasion, 3 credits*

ECO 620 Econometrics

This course is an introduction to the use of mathematical and statistical techniques for the solution of economic problems. The course includes analysis of micro- and macroeconomic models and their use for design making and simulation. *Prerequisite: ECO 612*
On Occasion, 3 credits

ECO 627 Economics of the City

This course is an analysis of the principal problems of the modern American city such as transportation, housing, the ghetto, environmental pollution, education, fiscal problems. The course is an exploration of feasible economic adjustments to these problems.

On Occasion, 3 credits

ECO 630 Labor Economics

This course is an analysis of problems and issues concerning employment in an industrial society. Stress is placed on the development of industrial relations and practices, and their impact on workers, management and the public. Attention is also given to underlying economic factors and other problem areas.

Prerequisite: ECO 612

On Occasion, 3 credits

ECO 631 Government and the Economy (Economic Policy)

This course covers the role of government in the market economy with special reference to the U.S.A. and includes the following topics: maintenance of competition; conservation of resources and control of environmental pollution; protection of the consumer; problems of poverty and affluence; monetary and fiscal policies to promote economic growth.

Prerequisite: ECO 612

On Occasion, 3 credits

ECO 636 Public Finance and Fiscal Policy

This course is a study of the impact of governmental fiscal operations on resource allocation and income distribution. Special attention is given to the relationship of government expenditures and taxation to employment and price levels, and alternative choices available to influence the rate of economic activity.

Prerequisite: ECO 612

On Occasion, 3 credits

ECO 641 History of American Business

This course covers the evolution of the American industrial system with emphasis given to developments since 1870. Consideration is given to such factors as changing entrepreneurial functions, the relationship of government to business, employment and labor conditions, and changes in political and social attitudes.

Prerequisite: ECO 612

On Occasion, 3 credits

ECO 646 Environmental Economics

This course is an economic analysis of environmental issues as problems in resource allocation among competing uses. The course deals with the inherent

externalities of environmental degradation and the cost-belief aspects of environmental quality.
Fall, 3 credits

ECO 660 Business Conditions

Analysis and Forecasting

Forecasting techniques, including time series analysis, patterns of statistical relationship and econometric models that can be used to provide estimates of future overall activity for given components of the economy are examined. The use of forecasting methods to help decision-making or production planning for particular industries and tests to verify forecasts is considered.

Prerequisite: ECO 612

On Occasion, 3 credits

Geography

GGR 501 Mapping Environmental Data with GIS

This is a hands-on, introductory geographic information system (GIS) course on managing spatial data using a computer. The course is based on the National Center for Geographic Information and Analysis introductory curriculum using ArcView software. The course addresses GIS principles, creating and querying spatial views and themes, importing and exporting data, map projections, geocoding, attribute tabular data, charts, layouts and applications. The course is lecture and laboratory and is designed for the practitioner and as an introduction to practical GIS applications.

Same as ERS 501.

Prerequisite: Familiarity with Microsoft Windows

Annually, 3 credits

GGR 502 GIS Applications

This course explores technical issues in Geographic Information Systems (GIS) and the application of GIS in addressing environmental problems. GIS applications for environmental science and management decision support may include forest resource inventory, water resources and modeling, coastal evolution and sediment budget analysis, and urban planning and zoning.

Same as ERS 502.

Prerequisite: ERS 501, equivalent, or instructor's permission

On Occasion, 3 credits

GGR 511 Economic Geography

This course is a study of human economic utilization of the physical world; the factors affecting economic development; the development and distribution of

world patterns of economic activity; and includes problems of the "underdeveloped" world.

On Occasion, 3 credits

GGR 512 Political Geography

This course examines the territorial organization of the earth into political credits; factors behind the existence and evolution of states; interrelationships between states; a consideration of political "problem areas."

On Occasion, 3 credits

GGR 513 The Earth Environment I

This course consists of two hours of lecture, two hours of laboratory for four credits. Students not in the Earth Science Adolescence Education program may opt to take the course for three credits without the laboratory. This course is a study of the interrelationships that exist among various aspects of the natural environment. Topics covered include the Earth as a planet and Earth-Sun relationships as a basis for understanding the differential patterns of energy-receipt on the Earth; elements of meteorology; the geographic al patterns of world climates; relationship of climate to the basic biogeographical resources-vegetations and soils; the impact of man upon weather, climate, soils and vegetation; and the resultant problems of conservation.

Same as ERS 513

Prerequisite: Graduate status or departmental permission

Laboratory fee when taken with laboratory Spring, 3 or 4 credits

GGR 514 The Earth Environment II

This course consists of two hours of lecture, two hours of laboratory for four credits. Students not in the Earth Science Adolescence Education program may opt to take the course for three credits without the laboratory. Topics covered in this course include: constitution and formation of the rocks of the earth; large-scale geological structures and global tectonics; the evolution of surface landscapes in response to internal crustal agents and agents operating externally to the earth's crust – weathering and erosion; and topographic maps and air photographs in the student earth land-forms.

Same as ERS 514

Prerequisite: Graduate status or departmental permission

Laboratory fee when taken with laboratory Fall, 3 or 4 credits

GGR 515 Principles of Meteorology

Cross-listed as Earth Science 515

This course considers atmospheric energy and the composition of the atmosphere; insolation and the heat-budget of the earth; and the geographical transference of heat-energy. The course considers moisture in the atmosphere and evaporation, condensation, and precipitation; adiabatic changes; atmospheric stability and instability. Also included are motion of the atmosphere; controls on horizontal air-movements; global wind-belts and the general atmospheric circulation; air masses and fronts. Weather forecasting: traditional and modern methods, and the impact of man upon the weather are included.

On Occasion, 3 credits

GGR 516 Urban Geography: Urban Land-Use Analysis

This course covers the distribution of cities and their functions; social, political and economic activities and their effects on the internal structure of cities; problems of urban growth and decay; brief history of attempts to modify the urban environment and the application of theory to urban planning; and new town and urban renewal.

On Occasion, 3 credits

GGR 517 Geographical Concepts and Regional Planning

This course is a study of the importance of regional analysis in planning and development; types of region-economic, social, political and physical; problems caused by overlapping of regions and possible ways of resolution. The course examines the aims of regional planning; relationship of the growth of the region to other regions and the nation; and development of regional planning concepts, with examples of different strategies of regional planning.

On Occasion, 3 credits

GGR 518 Topics in Applied Conservation

The application of geographic principles to the problems of environmental conservation is discussed. The course will include detailed studies of selected aspects of resource conservation. Students must demonstrate an ability to explain the various ways in which geographers and other environmental scientists organize knowledge and communicate the results of their research in their disciplines.

On Occasion, 3 credits

GGR 522 Natural Disasters

This course examines how Earth processes when concentrated in space and time can become extreme events posing serious hazards to humans and their infrastructures. Emphasis is given to the fact that earthquakes, volcanoes, hurricanes, landslides, floods, and tsunamis are not disasters until a vulnerable group of people is exposed. Case histories describing emergency mitigation, preparation and recovery strategies will also be examined. *Same as ERS 522.*

On Occasion, 3 credits

GGR 543 Geography of the United States: A Spatial Analysis of the Human and Physical Environments

Analysis of the human and physical geography of the United States. The course will use a spatial perspective to study interactions among economic, social, political and physical environments.

Prerequisite: Graduate standing

On Occasion, 3 credits

Philosophy**PHI 510 Issues in Contemporary Aesthetics**

A critical examination of current questions in aesthetic theory such as the nature of aesthetic experience, the relation of the fine arts to the decorative arts, to craft, and to the popular and folk arts, interpretation, representation, institutional theory, and the end of art. The practice and problems of different methodologies is also examined including phenomenology, hermeneutics, deconstruction and philosophical analysis.

On Occasion, 3 credits

PHI 511 The Interrelations of the Arts

An examination of historical and applied classifications of the arts, and a comparative study of the various arts from the standpoint of their materials and media, their technologies, their products and their experiences.

On Occasion, 3 credits

PHI 512 The History of Aesthetics

A study of the literature in the history of aesthetics, from the classical period through the rise of modern aesthetics in the 18th century and the romantic theories of the 19th to the present.

On Occasion, 3 credits

PHI 513 Creativity in the Arts

An inquiry into the nature of creativity in the arts and its relationship to creativity in other fields. Attention is given to the differences, if any, between creativity and such things as originality, fashion and style.

On Occasion, 3 credits

PHI 514 The Aesthetic Dimensions of the Arts

This course focuses on a single art which is examined in-depth, with attention to its history, its materials and techniques, its meaning and experience, and its critical literature. The course may be taken more than once on different arts.

On Occasion, 3 credits

PHI 515 Criticism in Art

A study of various theories of aesthetic criticism.

On Occasion, 3 credits

PHI 688 Issues in the History of Aesthetics

A detailed examination of a particular issue or movement or of a major work in the history of aesthetics. The course may be taken more than once if the content is different.

On Occasion, 3 credits

Sociology**SOC 500 Topics in Sociology**

This graduate course examines in-depth select topics in Sociology. The student's particular topic will be determined in consultation with faculty and with approval by the chair. May be taken more than once if topic is not the same

On Occasion, 3 credits

COLLEGE OF MANAGEMENT

The College of Management at the C.W. Post Campus of Long Island University prepares graduates to perform competently, ethically and professionally in the private and public sectors. The College includes the departments of Management, Finance, Marketing and International Business, and Health Care and Public Administration, as well as the School of Professional Accountancy, the first autonomous school of professional accountancy established in the United States. Graduate degree programs at the College of Management include the AACSB-accredited Master of Business Administration; Master of Science degrees in Accounting or Taxation, and the NASPAA-accredited Master of Public Administration, with concentrations in Public Administration, Health Care Administration or Nonprofit Management.

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COLLEGE OF MANAGEMENT

OVERVIEW

Degree programs at the College of Management can form the foundation for successful careers in business, government, accounting, and public and health care administration. Home to the Center for Supply Chain Leadership, the Tax and Accounting Institute and the Center on Management Analysis, the C.W. Post College of Management is a recognized resource for applied research and information in the tri-state area.

The Business Program is accredited by the prestigious AACSB International -- the Association to Advance Collegiate Schools of Business. Students can earn a Bachelor of Science in Business Administration with concentrations in Finance, International Business, Marketing, or Management. The College also offers a portfolio of Master of Business Administration (M.B.A.) Programs. These include the Campus M.B.A. Program, the Saturday M.B.A. Program, on-site Corporate Programs, the dual J.D./M.B.A. Program and an Accelerated B.S./M.B.A. Program, which permits qualified students to complete their undergraduate and M.B.A. degrees in five years. The College also offers the B.A. in International Studies/M.B.A. in collaboration with the C.W. Post College of Liberal Arts and Sciences. This five-year program offers qualified students a rich course of undergraduate study combined with study abroad and an accredited M.B.A. degree. The College of Management also offers M.B.A. courses at the Brentwood Campus of Long Island University.

An integral part of the Business Program, the School of Professional Accountancy was the first in the nation to establish a separate professional school specializing in the study of accounting. Many schools across the nation have since followed our lead. The school offers a bachelor's and master's degree in accountancy, and a master's degree in taxation. Students can also choose from either a B.S./M.S. in Accountancy or a B.S./M.B.A. in Accountancy (five-year accelerated programs) which are regis-

tered by the New York State Education Department as a 150-hour CPA licensure-qualifying program and qualifies toward a one-year reduction of the work experience requirement. Many students find placement in accounting roles while pursuing their degree studies.

The Master of Public Administration programs emphasize both policy analysis and public management. These comprehensive programs offer up-to-date graduate curricula incorporating the most current ideas on a broad spectrum of issues concerning health care and public administration. The M.P.A. in Public Administration is accredited by the National Association of Schools of Public Affairs and Administration.

College of Management Mission Statement

Inspire and educate each student by integrating personal attention, classroom interaction, and faculty intellectual contributions with contemporary business theory and practice, in preparing students to achieve ethically their personal and professional goals.

ACADEMIC POLICY

Transfer Credit

A maximum of six credits, earned at another AACSB-accredited college or university graduate program, may be transferred to the Master of Business Administration program or Master of Science in Accountancy or Taxation. A maximum of 12 credits may be transferred to the Master of Public Administration program. A maximum of 27 credits may be transferred to the Master of Social Work program. Grades earned for transfer credits are not included in calculation of the cumulative grade point average. In all instances, transfer credit will not be granted where the grade is less than 3.00. Transfer credits will be accepted only for courses taken

within the last five years preceding enrollment in a College of Management graduate degree program. Courses taken at another university after admission to the C.W. Post Campus may not be used for transfer credit unless prior permission is obtained from the department.

Academic Residence

A Master of Business Administration degree candidate must complete 30 credits in residence. A Master of Public Administration candidate must complete 36 credits in residence. A Master of Science candidate in Criminal Justice, Accountancy or Taxation must complete 24 credits in residence. To fulfill residence requirements, the student must have registered for courses offered at the C.W. Post Campus of Long Island University.

Leave of Absence

A student who chooses not to register for courses in a given semester must request a leave of absence, in writing, from the Dean. A student who is absent from the program for one year or more must reapply for admission to the program. See the beginning of this bulletin for details of this process.

Incomplete Grades

A grade of Incomplete (INC) is assigned at the discretion of the professor and indicates that some of the course requirements have not been completed. A student must make up the coursework by the end of the following full semester. A student must re-register after this time period has expired. An Incomplete will be issued only by written agreement between the student and faculty member.

Plagiarism

Plagiarism is a practice that is not only unacceptable, but is to be condemned in the strongest terms possible on the basis

of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties up to and including failure in the course and expulsion from the University. Detailed information on the policy for plagiarism may be found on the Library section of the C.W. Post Web site at <http://www.cwpost.liu.edu/cwis/cwp/library/exhibits/plagiarism.htm>

Application for Degree

A candidate for graduation is expected to file a degree application well in advance of Commencement and to notify the Graduate Records Office of his or her expected date of graduation by the deadline date specified in the academic calendar.

Academic Advisement

The College of Management provides professional academic advisement to assist all students in academic planning for the various programs of the College. The advisors are available on the C.W. Post Campus and at extension locations. Students must consult an advisor prior to registration each semester. Advisors can be contacted by calling (516) 299-4182 for Business, (516) 299-2770 for Nonprofit Management, Health Care Administration, Public Administration and Social Work, (516) 299-2986 for Criminal Justice, or (516) 299-2098 for Accountancy.

Research Institutes

Long Island Women's Institute

The mission of the Long Island Women's Institute is to augment the academic programs within the College of Management and to prepare women for management and leadership positions in every arena of both the public and private sectors. The Institute serves the Long Island community by creating a supportive environment to enhance the personal and professional development of women. The Long Island Women's Institute is a University-based center for

research, policy development, public education and advocacy. Further information is available by calling (516) 299-3124.

Tax and Accounting Institute – School of Professional Accountancy

The School of Professional Accountancy Tax and Accounting Institute is a membership organization of certified public accountants, public accountants, enrolled agents, and attorneys who want to stay informed about current developments within the tax and accounting fields. The Institute offers seminars throughout the year for the professional community, and is a New York State sponsor of continuing professional education.

Financial Markets Center

The Financial Markets Center has three primary functions. First, the center is used for student instruction, especially in portfolio and money management with the objective of preparing graduates for careers in those areas. It is utilized by College of Management faculty in performing academic and applied research studies. Third, the Financial Markets Center serves as a forum for interaction with financial institutions.

Center for Supply Chain Leadership – Department of Management

As a forum for advanced teaching, research, and practice in supply chain strategy and management, the mission of the Center for Supply Chain Leadership at the College of Management is to conduct and promote applied research to address the problems and issues introduced by its industry and academic members, and support educational programs relevant to supply chain management.

Center for Management Analysis – Department of Health Care and Public Administration

The Center for Management Analysis (C.M.A.) is a multipurpose organization designed to serve the diverse needs of business, industry, government and community groups of Long Island and the surrounding region. The purpose of the C.M.A. is to provide a climate for research, consultation, problem solving, training and professional development. It successfully unites educators and practitioners who work

together using state-of-the-art techniques and equipment to achieve organizational needs and objectives.

The Center for Management Analysis has conducted management analyses for organizations such as the Suffolk County Police Department and the Town of Islip. It has provided training programs for New York State under the Governor's Office of Employee Relations and the Public Service Training Program. C.M.A. has also provided training programs for numerous Nassau and Suffolk County jurisdictions. As an integral component of the Department of Public Administration, C.M.A. seeks to unite the world of academe with the challenges confronting Long Island counties and municipalities. The Center's latest initiative is to provide an academic forum for developing consensus and compromise solutions to controversial energy issues.

Center on Aging – Department of Health Care and Public Administration

The Center on Aging began in 1988 as a multi-faceted organization dedicated to research, community service and education in the field of gerontology. The Center's primary focus is the training and education of gerontological professionals. It also sponsors seminars and conferences designed for the wider community and conducts research, particularly in the area of interdisciplinary service delivery. One ongoing center activity is the sponsorship of the Gerontological Professionals of Long Island – a networking and educational forum for interdisciplinary gerontological professionals. In addition, the Center on Aging developed an Advanced Certificate program for interdisciplinary gerontological professionals and regularly offers training seminars in policies related to Medicare/Medicaid and long term care.

In 2005, the Center on Aging became the administrative home for the former Nassau-Suffolk Health Care Ethics Network, which was associated with the Long Island Center for Ethics. A new organization, HEAL - Health Ethics Action Leadership - continues the mission of that group. A regional network of institutional and individual members whose mission is to promote education in bioethics and to provide a forum for those involved in clinical ethics in Nassau and Suffolk Counties, HEAL

facilitates the sharing of ideas, concerns and knowledge among members and provides educational programs to enhance the skills needed to explore ethical decision-making in health care settings.

SCHOOL OF PROFESSIONAL ACCOUNTANCY

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Degree Programs

The School of Professional Accountancy offers two programs leading to a Master of Science degree: Accountancy and Taxation. The M.S. degree program in Accountancy is registered by the New York State Education Department as a 150-hour CPA licensure qualifying program. The degree also qualifies students for a one-year reduction of the experience requirement for CPA licensure.

Admission Eligibility Requirements

A graduate applicant to the School of Professional Accountancy must hold a bachelor's degree from an accredited college or university. An applicant who attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree. An undergraduate major in accounting is required for the M.S. in Accountancy program. Applicants for the M.S. in Taxation must have completed six credits of accounting and three credits each of taxation and business law. An applicant who is in his or her senior year at an undergraduate institution may apply for admission, but acceptance is contingent upon submission of final grades and receipt of a bachelor's degree. All previous coursework will be evaluated by the graduate accounting advisor. Students who have not taken necessary prerequisites may be admitted to the program subject to the completion of prerequisites with a B or better as part of their program of study. The following criteria have been established as the most critical in the evaluation of the application:

- (1) scholastic achievement and a desire to excel as evidenced by previous academic work;
- (2) aptitude for graduate study as indicated by scores on the GMAT;
- (3) leadership potential and maturity as evidenced by prior work experience, extracurricular activities, and responses to the application form questions.

Admission Procedures

Application forms may be obtained from the Graduate Admissions Office. Applications and all supporting documents should be filed at the earliest possible date before the beginning of the semester for which admission is sought. A complete application includes:

1. application and required \$30 fee
2. two letters of recommendation
3. resumé
4. official transcripts from all undergraduate, graduate and professional schools attended
5. official GMAT score report
6. official TOEFL or IELTS score report (International applicants only).

Applicants who are licensed CPAs with two or more years of experience and an undergraduate GPA of 3.00 or greater are waived from the GMAT. Applicants who hold a Juris Doctorate (J.D.) are waived from the GMAT. Applicants holding a master's degree or doctorate (other than a J.D.) from an accredited institution may request a personal interview to determine whether a waiver from the GMAT is warranted.

Transfer Credits and Academic Residency Requirements

A maximum of six credits, earned at another AACSB-accredited college or university, may be transferred to the M.S. programs. Each course will be evaluated before acceptance for transfer. Only courses without prerequisites in the M.S. programs will be considered. The College of Management transfer credit policy will apply except as stipulated in this section.

Matriculation Policy

A student is matriculated into the School of Professional Accountancy when he or she meets all admission requirements. Limited matriculation is not available. Applicants may be admitted subject to the satisfactory completion of prerequisites.

Unsatisfactory Grades

A student is expected to maintain a 3.00 cumulative grade point average. If he or she does not maintain this standard, the school's Academic Standing Committee will review his or her performance and will make a recommendation concerning the student's potential to complete successfully the M.S. program to the Director. The Director makes final disposition of such cases.

Tax and Accounting Institute

The School of Professional Accountancy also is home to the Tax and Accounting Institute, an organization of CPAs, attorneys and other professionals who meet for the purpose of discussing technical tax and accounting matters and helping practitioners maintain and upgrade their skills. Experienced

guest speakers from private practice and government service are invited to address the meetings on a specific subject based on their expertise. These speakers are often distinguished authors, lecturers and teachers in addition to being leading practitioners. Generally, graduate students may attend the Institute's programs at no cost.

Accountancy – M.S.

The M.S. in Accountancy prepares students for careers in public accounting or industry. The program is registered by the New York State Education Department to qualify for a one-year reduction of the experience requirement for CPA licensure. The one-year reduction of the experience requirement applies only to candidates who have completed the required prerequisites (or their equivalent). The New York State Education Department requires that certain content areas be met in the areas of professional accountancy, general business, and liberal arts and sciences. A student who is deficient in any prerequisite courses normally will be required to complete such courses before registering for graduate courses. In certain cases, students will be permitted to register for undergraduate prerequisite courses and graduate courses the same semester. The graduate accounting advisor will assist a student in determining his or her eligibility for the program and CPA licensure. Three concentrations are available: professional accounting, information systems, and taxation.

Required Prerequisites

A four-year baccalaureate degree in accounting from an accredited institution is required before formal entry into the program. A student who lacks the appropriate prerequisites is normally required to take them before registering for graduate courses.

Program Requirements

Required Core – All Concentrations (12 credits)

ACC 709 Corporate Financial Reporting or ACC 742 Financial Statement Analysis
TAX 760 Tax Research or TAX 726 Tax Strategies and Business Decisions*

ACC 750 Advanced Accounting Information Systems
ACC 753 Advanced Assurance Services and Computer Auditing

**Note: Taxation concentration students must take TAX 760*

Professional Accounting Concentration – Required Beyond the Core (18 credits)

Accounting or Taxation Electives (9 credits)

Elective Courses Outside of the

Accounting Discipline (9 credits):

Graduate course electives with the approval of the graduate advisor, of which at least six credits normally must be taken in other graduate business courses.

Taxation Concentration – Required Beyond the Core (18 credits)

Taxation Electives (9 credits)

Elective Courses Outside of the

Accounting Discipline (9 hours):

Graduate course electives with the approval of the graduate advisor, of which at least six credits normally must be taken in other graduate business courses.

Accounting Electives

ACC 709 Corporate Financial Reporting

ACC 720 Not-for-Profit Entity

Accounting

ACC 742 Financial Statement Analysis

ACC 754 Fraud Examination

ACC 760 International Accounting

ACC 790 Accounting Seminar

Other 700 level accounting courses with the approval of the graduate advisor.

Taxation Electives

TAX 760 Tax Research (required of students in the taxation concentration)

TAX 620 Tax Accounting

TAX 625 Federal Taxation of Estates, Gifts, and Trusts

TAX 729 State and Local Taxation

TAX 762 Procedures and Practices in Federal Taxation

TAX 771 Corporate Taxation

TAX 775 Partnership Taxation

TAX 777 Estate Planning

TAX 788 International Taxation

Taxation – M.S.

The M.S. in Taxation degree program is designed to provide the student with the technical expertise needed to succeed as a tax professional. This requires a high level of knowledge and understanding of the fundamental principles and practices of taxation. Both entry-level and experienced professionals (i.e., accountants and attorneys) will benefit from this educational experience. Emphasis is placed on tax planning, research, and Internal Revenue Service practice and procedures. Risk management and professional ethics are interwoven throughout the curriculum. A specialized tax library, including computerized research tools, is maintained to facilitate research. The program consists of a minimum of 30 credits of coursework: 18 credits in required core courses and 12 credits in specialized elective courses.

Required Prerequisites

A four-year baccalaureate degree from an accredited institution, including six credits of accounting and three credits each of taxation and business law, is required before formal entry into the program. A student who lacks any of these prerequisites is required to take them before registering for graduate taxation courses.

Required Program Core (18 credits)

TAX 620 Tax Accounting

TAX 625 Federal Taxation of Estates,

Gifts and Trusts

TAX 760 Tax Research

TAX 762 Procedures and Practices in Federal Taxation

TAX 771 Corporate Taxation

TAX 775 Partnerships/LL Entities

Taxation Electives (12 credits)

TAX 729 State and Local Taxation

TAX 772 Corporate Reorganizations and Consolidations

TAX 773 Consolidated Returns

TAX 776 Subchapters Corporations

TAX 777 Estate Planning

TAX 779 Tax Exempt Organizations

TAX 780 Fundamentals of Qualified Employee Benefit Plans

TAX 788 International Taxation

TAX 790 Seminar in Current

Developments in Taxation

TAX 791 Independent Study

Note: A student may petition the program coordinator to substitute an accounting, business or economics course as an elective. Such a substitution is limited to one course in the student's program of study. A minimum of 27 credits of coursework must be in the taxation field.

Student Organizations

Accounting Society

The Accounting Society is a student organization that acts as a liaison between the student body and the professional accounting and business communities. It also provides an informal setting for students and faculty to interact. Student membership is encouraged.

Beta Alpha Psi

Beta Alpha Psi is a national honors fraternity for financial information professionals. C.W. Post's Kappa Omicron chapter schedules formal and informal presentations and events, and its members also perform community service.

Accounting, Taxation, and Business Law Course Descriptions

ACC 709 Corporate Financial Reporting

This course involves the study of authoritative pronouncements on accounting principles that guide reporting financial position, results of operations, and changes in cash flow. It includes case studies and analysis of published financial reports. The purpose of this course is to attempt to bring theory and practice closer together through application of concepts and methods of accounting.
On Occasion, 3 credits

ACC 720 Not-for-Profit Entity Accounting

This course provides an in-depth study of the accounting for government and other nonprofit organizations. The course focuses on the various governmental funds and group of accounts of these public entities. In addition, attention is given to other nonprofit organizations such as colleges, universities and hospitals.
On Occasion, 3 credits

ACC 742 Financial Statement Analysis

This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and cor-

porate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses and problems areas.
Annually, 3 credits

ACC 750 Advanced Accounting Information Systems

This course provides an advanced examination of accounting information systems (AIS). It includes issues relating to the design and development of AIS with emphasis on the software selection process, hands-on experience in designing accounting information systems using a data base approach, various considerations during the systems development life cycle, and the impact of new and emerging technologies on AIS applications and controls.
Bi-Annually, 3 credits

ACC 753 Advanced Assurance Services and Computer Auditing

This course provides an advanced review of assurance services and an in-depth analysis of computer auditing. Students study current and emerging applications of assurance services, including information systems assurance. The course also focuses on the collection and evaluation of evidence using statistical sampling techniques and hands-on computer assisted audit tools and techniques (CAATTs).
Annually, 3 credits

ACC 754 Fraud Examination

The nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolution are examined in this course. The role of fraud examination to perform a variety of antifraud and forensic accounting engagements including, but not limited to, investigating suspected fraud, investigating assertions of fraud, developing fraud loss estimates and performing acquisition due diligence are also considered.

On Occasion, 3 credits

ACC 790 Accounting Seminar

Current trends in accounting and the accounting profession are analyzed. A review of relevant pronouncements, exposure drafts and discussion memoranda issued in accounting and auditing is conducted. New developments are examined for their significance to the practicing accountant.

Prerequisite: Completion of required Accounting Core

On Occasion, 3 credits

TAX 620 Tax Accounting

This course will provide the participant with an in-depth analysis of the code, regulations, rulings and cases governing tax accounting issues. Areas covered include accounting periods and methods (including cash, accrual and installment sales), inventory rules, debt-forgiveness,



time-value of money concepts and required adjustments for changes in accounting methods. Materials are introduced via lecture, open class discussion and review of selected case studies.
Annually, 3 credits

TAX 625 Federal Taxation of Estates, Gifts and Trusts

A detailed study of the gift and estate tax provisions of the Internal Revenue Code is covered. An introduction to the income taxation of trusts and estates is also provided.

Bi-Annually, 3 credits

TAX 726 Tax Strategies and Business Decisions

This course includes an examination of how taxes impact the business environment and affect management decision making. Using a planning approach, students learn how to adapt to constantly changing tax rules and assess their future impact. The objective of the course is to provide the student with a framework to assess and predict how taxes affect business activities and participants, including customers, suppliers, employees, investors, and competitors. M.S. in Taxation students and M.S. in Accountancy students in the taxation concentration may not receive credit for this course.

On Occasion, 3 credits

TAX 729 State and Local Taxation

In-depth analysis of "Nexus," Uniform Division of Income for Tax Purposes Act, the unitary principle, the multi-state taxes compact regulations and P.L. 86-272. Various landmark Supreme Court decisions pertaining to multi-state taxation are discussed. Emphasis is placed on New York State Income, Franchise and Sales Taxes for those entities doing business in New York State.

Bi-Annually, 3 credits

TAX 760 Tax Research

Sources of legislative, administrative and legal precedents are discussed. Utilization of IRS publications, tax reporters, and judicial and statutory authority is explained. An introduction to computer-based tax research tools and techniques is included. Several research projects using these materials are required. Written and oral techniques for presenting research results are discussed. The presentation of three written research papers is required. This course is taught primarily on a distance learning basis. Assignments are prepared on and submitted via the Internet and weekly discussion board questions are discussed. The

participant must have access to a computer with Internet access.

Annually, 3 credits

TAX 762 Procedures and Practices in Federal Taxation

Among topics considered are preparation of tax returns, due dates and extensions, techniques for gathering information and preparation of returns, statute of limitations, tax examinations, appeals procedures in the IRS, request for rulings, collection matters, tax fraud, and professional responsibility of taxpayer's representatives.

Bi-Annually, 3 credits

TAX 771 Corporate Taxation

This course reviews the tax aspects of corporate formations, including corporate characteristics, transfers to controlled corporations, corporate capital structure, the income tax calculations for corporate entities and elections. Topics covered include corporate stockholder relationships, corporate distributions, corporate redemptions and partial liquidation, accumulated earnings, and personal holding companies.

Prerequisites: TAX 620, TAX 760

Annually, 3 credits

TAX 772 Corporate Reorganizations and Consolidations

Coverage includes reorganizations, recapitalization, acquisitions and disposal of assets, mergers, acquisitive and divisive reorganizations as well as corporate tax attributes.

Prerequisite: TAX 771

Bi-Annually, 3 credits

TAX 773 Consolidated Returns

This course deals with the principles and mechanics of consolidated returns including eligibility, computation of consolidated tax liability, inter-company transactions, inventory adjustments, basis of property, net operating losses, earnings and profits and separate return limitations.

Prerequisite: TAX 771

On Occasion, 3 credits

TAX 775 Partnerships and Limited Liability Entities

A study of Subchapter K of the Internal Revenue Code and regulations pertaining to that Subchapter. The tax problems associated with partnership formation, operation, liquidation and distributions are covered. Acquisitions of a partnership interest, problems associated with a partner's guaranteed payment, optional basis adjustment of partnership property and other current materials are examined. The tax ramifications of Limited Liability Companies (LLC) and

Partnerships (LLP) are discussed.

Prerequisites: TAX 620, TAX 760

Bi-Annually, 3 credits

TAX 776 Subchapter S Corporations

This course is an in-depth study of the federal tax ramifications of operating the S Corporation. The election, operation, termination and special rules associated with the S Corporation status are examined. Tax planning for the S Corporation is also emphasized.

Prerequisite: TAX 771

Bi-Annually, 3 credits

TAX 777 Estate Planning

In general, this course covers estate planning techniques for the individual. The course includes study of the factors to be considered in planning an estate, including life insurance, trusts, specific legacies, provisions for protection of a going business, and estate and gift tax provisions of the Internal Revenue Code, especially with respect to marital deduction, powers of appointment, exemptions and jointly owned property.

Prerequisite: TAX 625

On Occasion, 3 credits

TAX 779 Tax Exempt Organizations

In this course, the tax laws governing the creation and operation of tax exempt organizations are studied. Compliance requirements governed by the Internal Revenue Service are also reviewed.

Prerequisites: TAX 620, TAX 760

On Occasion, 3 credits

TAX 780 Fundamentals of Qualified Employee Benefit Plans

This course is an in-depth study of ERISA. The course is geared towards an understanding of the pension and profit-sharing rules required for plan qualification. Emphasis is placed upon the establishment of a qualified plan for both incorporated and unincorporated forms of business.

On Occasion, 3 credits

TAX 788 International Taxation

This course covers the taxation of United States persons investing or doing business abroad and nonresident aliens and foreign corporations having nexus with the United States. Topics covered include, among others, the foreign tax credit, Subpart F income, controlled foreign corporations, tax treaties, sourcing rules and expatriate taxation.

Prerequisite: TAX 771

Bi-Annually, 3 credits

TAX 790 Seminar in Current Developments in Taxation

Current trends in federal taxation are analyzed. Tax cases, rulings and new developments are examined for their significance to tax practitioners.

Prerequisite: Completion of required taxation core.

On Occasion, 3 credits

TAX 791 Independent Study

Directed independent reading and research projects in an area selected by the student with the approval of a faculty member sponsor. The student is expected to prepare a substantial integrative written report at the conclusion of the semester.

Prerequisite: Permission of the Director of the School of Professional Accountancy

On Occasion, 3 credits

BLW 701 Law for Business Managers

This course examines the current legal environment of business and how it affects the decision-making process for managers of business enterprises. The topics covered include ethics, contracts, torts, intellectual property, international transactions, employment agreements, real property, consumer protection, forms of business organizations, and debtor-creditor relations.

On Occasion, 3 credit

BUSINESS

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Business Administration – M.B.A.



C.W. Post's M.B.A. is a comprehensive, integrated, 48-credit program, which combines the highest levels of academic rigor and real-world relevance. Ethics is infused throughout the program. The M.B.A. Portfolio is comprised of a broad range of programs. Students may pursue their education on a full or part-time basis in the Campus Program during the week and/or in the Saturday Program. C.W. Post's innovative Accelerated B.S./M.B.A. allows qualified students to complete their B.S. and M.B.A. studies within five years. The M.B.A. Portfolio also includes the dual J.D./M.B.A. program offered in conjunction with Touro Law Center, and the Corporate M.B.A. Program, where classes are presented on-site at sponsoring corporate offices.

AACSB International Accreditation

The College of Managements bachelor's and master's degree programs in business, including the M.B.A., are accredited by AACSB International – the Association to Advance Collegiate Schools of Business, the world's leading business school accrediting organization. AACSB accreditation represents the highest standard of achievement for business schools worldwide; less than one-third of American schools and 15 percent of international programs can

claim this distinction. Institutions with this credential confirm their commitment to quality and continuous improvement through a rigorous and exacting peer review process. AACSB members meet the most demanding standards of academic excellence and superior faculty resources, and ensure that the education provided reflects a comprehensive understanding of today's complex business environment. For more information about AACSB, visit www.liu.edu/aacsb.

Business Program Mission Statement

Inspire and educate each student by integrating personal attention, classroom interaction, and faculty intellectual contributions with contemporary business theory and practice, in preparing students to achieve ethically their personal and professional goals.

Admission Eligibility Requirements

Applicants must hold a 4-year bachelor's degree from an accredited college or university. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree. No specific undergraduate major is required for application. Applicants who are in their senior year at an undergraduate institution may apply for admission to the College, but acceptance will be made contingent upon submission of final grades and receipt of the bachelor's degree. The College of Management Business Program has established the following criteria as the most critical in the evaluation of candidates for graduate study:

1. Scholastic achievement and a desire to excel as evidenced by previous academic work.
2. Aptitude for graduate study as indicated by scores on the Graduate Management Admissions Test (GMAT).
3. Motivation, leadership potential and maturity as evidenced by prior work experience, extracurricular activities, letters of recommendation, and an essay.

Application Procedures

Application forms may be obtained from the C.W. Post Campus Graduate Admissions Office at (516) 299-2900 or by e-mailing enroll@cwpost.liu.edu or on-line at www.liu.edu/postapp.

Additional information concerning the M.B.A. program and an on-line application is available at www.liu.edu/postmba. Applications should be submitted as far in advance of the intended semester of study as possible. Application deadline dates are as follows:

Fall Semester – August 15
 Spring Semester – December 15
 Summer Sessions – April 15
 Contact the M.B.A. Advisement Office at (516) 299-2100 for information on rolling admissions.

All official documents must be received by the semester's deadline date. A complete application includes:

1. Application form
2. \$30 application fee
3. Two letters of recommendation
4. Official college transcript(s) from all undergraduate, graduate and professional schools previously attended.
5. Official GMAT Score Report
6. Official Test of English as a Foreign Language (TOEFL) Score Report (international students only) or IELTS Score Report
7. Résumé
8. Essay describing "How the M.B.A. will enhance my professional growth"

Matriculation Policy

A student is fully matriculated into the College of Management Business Program when all Master of Business Administration (M.B.A.) admission requirements have been met.

Probation/Unsatisfactory Grades

Students are expected to maintain at least a 3.00 cumulative grade point average in the M.B.A. Program. Students who do not maintain this standard will be placed on probation. Any student who receives grades below B minus (B-) in two graduate courses is considered to have an academic deficiency. If a student receives a third grade below a B minus, one of these courses must be repeated. A student who earns a third grade below B minus (B-) may lose his or her matriculated status or may be dismissed from the graduate program. The Academic Standing Committee will make a recommendation to the Dean concerning the student's potential to complete successfully the M.B.A. program. The Dean will make the final disposition of the case.

International Students

Applicants from countries other than the United States should file applications for admission by June 1 for fall admission and November 1 for spring admission. Applicants for whom English is a second language must have a level of proficiency in English as demonstrated by submitting the results of the TOEFL or IELTS examination before admission to the School of Business. Applicants whose undergraduate degrees were conferred by an institution using English as the primary language of instruction may waive the TOEFL/IELTS requirement.

Prerequisites and Core Course Waivers

The way in which M.B.A. applicants and students may waive prerequisites and core (500-level) courses is outlined below. A matriculated student who has courses waived is excused from applicable courses and, consequently, the total number of required credits to complete the program is reduced.

The M.B.A. Core courses (500-level) may be waived on the basis of one or more of the following:

1. Equivalent graduate courses taken at other schools with grades of at least B (3.00)
2. Equivalent undergraduate courses taken at other schools with grades of at least B (3.00)
3. Successful completion of a waiver examination.

Prior courses submitted for waiver consideration must have been taken within five years of admission into the M.B.A. Program. Students may be requested to submit course descriptions for each requested waiver. Waiver examination applications and information on examination dates are available in the M.B.A. Advisement Office.

M.B.A. Prerequisites

Students must demonstrate competence in the areas of business communications, math, and computer knowledge. Students without such evidence of proficiency in one or more areas at the time of the admission decision may be admitted to the M.B.A. program, but must satisfy one or more of the following before beginning the second semester of M.B.A. coursework:

1. Similar undergraduate or graduate course with grades of at least B (3.00)
2. Successful completion of a waiver examination

The M.B.A. Program Portfolio

The College of Management offers a portfolio of AACSB-accredited Master of Business Administration Programs consisting of courses from the departments of Finance, Management, Marketing, and the School of Professional Accountancy. The curriculum requires a minimum of 36 and a maximum of 48 semester credits. Students must also satisfy certain prerequisite requirements. Students may be eligible to waive Core courses (see Prerequisites and Core Course Waivers). Waiver of Core courses can reduce the total credit hours required in the program by a maximum of 12 credits. In addition, up to six graduate business credits may be transferred (see Transfer Credit), reducing the requirement to a minimum of 10 courses or 30 credits in residence.

All M.B.A. programs within the College of Management M.B.A. Portfolio are dedicated to providing a superb educational experience in a personalized, student-friendly environment that is expressly designed to help students achieve their professional career goals. All M.B.A. Portfolio curricula integrate the best of contemporary managerial theory and practice.

Campus M.B.A. Program

The Campus M.B.A. Program is offered to both full-time and part-time students. Convenient evening classes are offered Monday through Thursday with two class periods each evening beginning at 6:40 p.m. and 8:40 p.m. Campus Program students may elect to take Saturday classes as part of their program of study.

Saturday M.B.A. Program

The Saturday M.B.A. program enables students to complete the required course of study by attending only Saturday classes. Courses are conducted over a five-week period on Saturdays from 9 a.m. to 3:30 p.m. Students in this program may elect to take courses in the Campus Program as part of their program of study.

Accelerated B.S./M.B.A. Program

This high-value program provides an opportunity to complete M.B.A. coursework while simultaneously completing a bachelor's degree. Qualified undergraduates are able to complete both degrees within a five-year period rather than the six years it would take to complete them separately. Cost-effective and rigorous, this program provides a more concise learning experience prior to the pursuit of a business career. The Bachelor's Degree component may be earned in any of the following disciplines; Accounting, Finance, International Business, Management, Marketing or Management Information Systems. The M.B.A. component is a general business degree. Undergraduate students may declare their intention to pursue this program during the freshman or sophomore year; the GMAT exam is required in the fourth year, and a GPA of 3.00 or above is to be maintained throughout the program. A separate B.S./M.B.A. program in Accounting is also offered through the School of Accountancy.

J.D./M.B.A. Dual Degree Program

This program prepares students for careers in law firms, corporations, not-for-profit organizations, and consulting firms. The J.D. degree offered by Touro Law Center is ABA-accredited. The number of credits required ranges from 108 to 117, and up to nine credits from each program can be transferred to the other. The GMAT exam may be waived by presenting an acceptable LSAT score for admission. The J.D. and M.B.A. degrees are awarded separately by their respective institutions upon the successful completion of requirements. Students must apply and be admitted to each institution separately.

Corporate, On-Site M.B.A. Program

The Corporate M.B.A. Program, offered to select firms on Long Island and in Manhattan, is conducted by C.W. Post faculty at the corporate client's location for its employees. The curriculum is adaptive to the specific needs of the client firm. Participating firms in this program have included Verizon, Northrop Grumman and the government offices of Nassau County. Students progress through this program as a team. This structure is intended to complement

the collaborative corporate experience and reinforces the demanding educational experience of the program.

M.B.A. Bridge Program

The M.B.A. Bridge Program is designed to accommodate holders of three-year baccalaureate degrees who wish to earn an M.B.A.

Bridge Program participants take courses in either Arts and Sciences or Business Administration at the undergraduate level to complete the requisite four-year graduate entry requirement. Upon successful completion of that course of study, and the submission of acceptable M.B.A. application materials, students are admitted to the M.B.A. Program. These students are typically eligible for a 36-credit graduate course of study. Students in this program do not receive a bachelor's degree.

Advanced Certificate in Business Administration

In an ever-changing economy, many graduates who hold the M.B.A. degree, discover that in order to further their careers, they must expand their skill set and/or acquire additional expertise in a specific subject area or discipline field. The Advanced Certificate in Business Administration is specifically designed to meet these needs.

The Advanced Certificate in Business Administration is earned by successfully completing 12 units (4 courses) of 700-level courses with a grade of B or better beyond the M.B.A. degree. The following areas of concentration are offered: Finance, International Business, Management and Marketing. A customized Advanced Certificate tailored to meet a student's specific career interests and needs may be developed with approval from the Director of the Office of Graduate Programs for the College of Management.

The Advanced Certificate in Business Administration is open to all M.B.A. degree holders who received their degree from an AACSB-International accredited program.

The M.B.A. Curriculum

(All courses are 3 credits)

Core (18 credits):

GBA 520 Economics for Business Decisions
GBA 521 Financial Accounting and Reporting
GBA 522 Corporate Financial Management (Corequisite: GBA 521)
GBA 523 Management and Leadership in a Global Society
GBA 524 Marketing Management
GBA 525 Statistics for Managers

Management Perspectives (18 credits)

MBA 620 Managing Information Technology and e-Commerce (Corequisite: GBA 520, GBA 521, GBA 524, GBA 525)
MBA 621 Financial Markets and Institutions (Prerequisite: GBA 522)
MBA 622 Competitive Marketing Strategy (Prerequisite: GBA 524)
MBA 623 Organizational Behavior (Prerequisite: GBA 523)
MBA 624 Operations Management (Prerequisite: GBA 525)
MBA 625 Global Business: Environment and Operations (Prerequisite: Core)

Electives (9 to 15 credits)

Students select courses that fit their needs and career goals from the areas of Accounting, Finance, International Business, Management, Management Information Systems, Marketing, and Taxation. Students who have waived 5 or 6 Core courses must take 4 or 5 Elective courses, respectively.

Integrative Capstone (3 credits)

MBA 820 Business Policy
Prerequisite: Core and Management perspective courses

Course Descriptions

Core Courses

GBA 520 Economics for Business Decisions

Key micro and macro economic concepts and issues are used to equip students to analyze economic problems, and appreciate the implications of global economic events. The course develops key micro-economic concepts, such as the construction of supply and demand curves, elasticity and marginal analysis. Then the course develops

key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate supply and demand curve, the supply and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.

Fall/Spring, 3 credits

GBA 521 Financial Accounting and Reporting

This course examines basic accounting concepts and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.

Every Semester, 3 credits

GBA 522 Corporate Financial Management

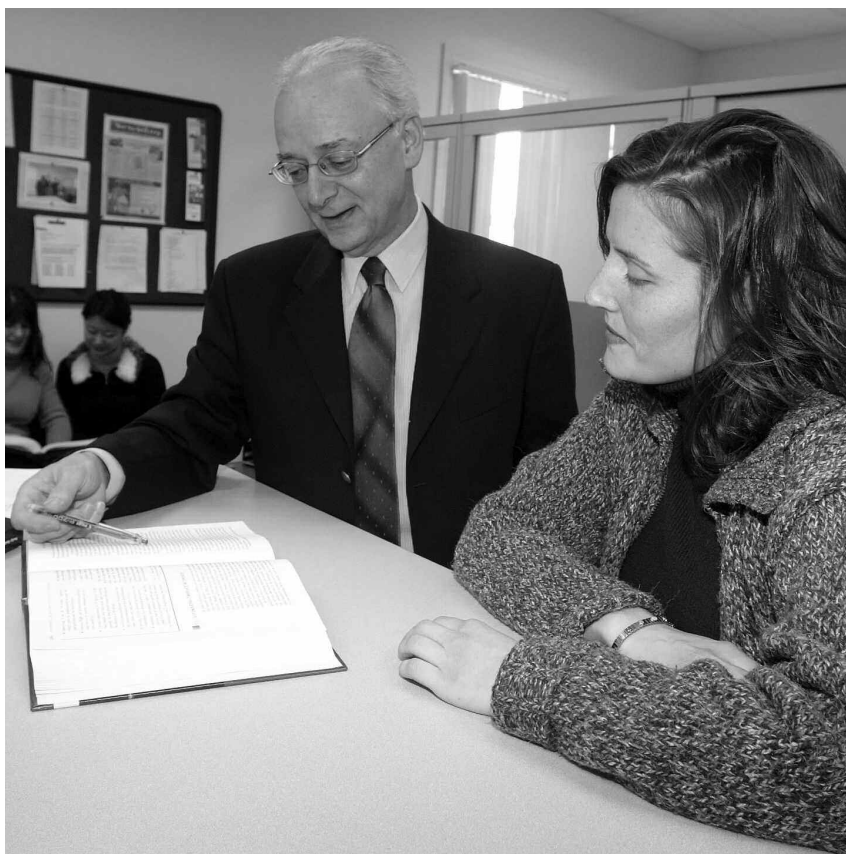
This course focuses on wealth maximization and managerial decision making in a global market setting. Basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital are addressed. Topics include the time value of money, valuation and rates of return on securities, financial statement analysis, capital budgeting techniques, as well as cost of capital, capital structure and leverage considerations.

*Prerequisite or Corequisite: GBA 521
Fall/Spring, 3 credits*

GBA 523 Management and Leadership in a Global Society

This course addresses contemporary global management challenges stemming from changing organizational structures, complex environmental conditions, new technological developments, and increasingly diverse workforces. Highlighted are critical management issues involved in planning, organizing, controlling, and leading an organization. The course focuses on leadership and addresses the complex issue of business ethics inherent in decision making. Students will apply theoretical management concepts to organizational situations with the use of current business headlines and case studies. This synergy of theory and practice will help students gain analytical skills for professional assessments. Students will also make research-based oral presentations to further develop their communications skills.

Every Semester, 3 credits



GBA 524 Marketing Management

This course is an analysis of the operations of marketing systems. It familiarizes students with marketing principles and enables them to adapt marketing operations to opportunities in for-profit and non-profit organizations. Focus is placed upon the principal decision components that include market segmentation, marketing research, consumer behavior, product development, promotion, pricing and distribution. International and ethical issues are discussed.

Every Semester, 3 credits

GBA 525 Statistics for Managers

The course is designed to give a fundamental knowledge of the principles, concepts and techniques involved in the application of probability and statistics to business research and managerial decisions. The range of applications covers various functional areas such as finance, marketing, accounting, management, economics and production. Topics covered include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, statistical inference (estimation and hypothesis testing), and some basic forecasting models including regression.

Every Semester, 3 credits

Management Perspectives Courses

MBA 620 Managing Information Technology and e-Commerce

This course is devoted to the management of information resources in an organization. It will emphasize management concepts and strategies essential for the selection, development, design, implementation, use and maintenance of information and e-Commerce technologies and information systems in today's organizations. Business cases will be extensively utilized to facilitate classroom discussion.

Corequisites: GBA 520, GBA 521, GBA 524, GBA 525

Every Semester, 3 credits

MBA 621 Financial Markets and Institutions

This course provides the student knowledge of global financial markets, the institutions that operate in those markets and the manner in which various markets and institutions interrelate. Topics covered include: types of markets and of financial institutions; determinants of interest rates; the risk and term structure of interest rates; money markets and capital markets; asset-backed securities; forwards, futures, options, swaps, and other derivatives; equity markets; the role of

central banks in the creation of money and in the conduct of monetary policy; and an examination of some recent developments in global finance.

Prerequisite: GBA 522

Every Semester, 3 credits

MBA 622 Competitive Marketing Strategy

The course focuses on competitive marketing strategy, marketing planning processes, concepts, and methods with a global orientation at the product level as well as at the corporate level. It emphasizes the relationship between marketing and other functions and draws upon perspectives from industrial economics, corporate finance and strategic management literature. Competitive marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in prior marketing and other business courses in the design and implementation of marketing strategies.

Prerequisite: GBA 524

Every Semester, 3 credits

MBA 623 Organizational Behavior

This course examines the important behavioral issues facing individuals within organizations. Initially, focus is placed on the organizational factors that influence behavior. Next, the course examines the individual differences that influence behavior. Topics in this section include motivation, reward systems, and values and ethics. The course then focuses on the development of effective work groups to explore communications, negotiations, teams and the learning organizations. Selected topics in leadership conclude the course of study.

Prerequisite: GBA 523

Every Semester, 3 credits

MBA 624 Operations Management

Operations Management is concerned with the efficient and effective transformation of resources into goods and services. This course is designed to develop the ability to analyze and improve the performance of operations processes in organizations. Topics to be discussed include operations strategy, product/service selection and design, capacity planning, quality management, facility location and layout, inventory management, business process reengineering, and supply chain management.

Prerequisite: GBA 525

Every Semester, 3 credits

MBA 625 Global Business:

Environment and Operations

This course introduces the student to the discipline of international business. It demonstrates the uniqueness of the international business environment and focuses on aspects of business necessary to compete in the global arena. The first half of the course focuses on the environmental context in which international firms operate – country-specific factors (socio-cultural, political, legal and economic factors), the global trade and investment environment and the global monetary system. Theories and concepts associated with these factors are surveyed and the forces of regionalization and globalization are discussed, including the facilitating institutions. The second half of the course examines the strategies and structures that firms adopt, and explains how firms can perform their key functions – production, marketing, R & D, finance, human resource management – and compete successfully in the international business environment.

Prerequisites: All Core Courses

Every Semester, 3 credits

Integrative Capstone

MBA 820 Business Policy

Business policy is an integrating course that prepares students for pulling together the diverse disciplines involved in organizational decision making. The course explores formal and informal aspects of policy formation, its application, and consequences. Students deal with formal decision theory and practice, organizational theory and practice, marketing and personnel policies and social conditions as they impinge upon and require new organizational thinking. This course develops students' capabilities in strategic decision making in a changing world. Issues include the ranking and the definition and measurement of organizational objectives; the concept of organizational strategy; mission; the formulation and evaluation of alternatives; the interrelationships between quantitative and qualitative analytical techniques; the roles of personal values, ethics, and political power; product life cycle; capital allocation; and acquisitions and divestitures. A computer-based simulation, cases, lectures, and group analyses are employed.

Prerequisites: Core and Management Perspectives Courses

Every Semester, 3 credits

Finance Electives

FIN 704 Financial Reports Analysis

Cross-listed as ACC 742

This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problem areas of the business.

Prerequisite: GBA 521

On Occasion, 3 credits

FIN 705 Securities Analysis – Equities

This course focuses on security markets and investment opportunities. Students are exposed to the concepts of market efficiency and risk and return in the context of valuation of equities, fixed income securities, and derivative securities. The objective is to provide a systematic method of analyzing investment portfolios and the effects of diversification and risk management.

Prerequisite: GBA 522 or with the permission of the instructor

On Occasion, 3 credits

FIN 708 Financial Engineering

This course covers the creation of derivative securities to meet financing needs. This course will explore the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intra-firm factors. Chiefly as a solution to risk management, financial engineering will be explored from both the corporate treasurer's perspective and from the investor's and speculator's perspectives. Recent debt, equity, equity-related and derivative innovations will be examined.

On Occasion, 3 credits

FIN 710 Corporate Mergers and Restructuring Strategies

The aim of the course is to provide understanding of the decisional dynamics and valuation consequences of financial, business, and organizational restructuring by corporate credits. The course prepares students to plan, evaluate, and execute corporate restructuring activities.

On Occasion, 3 credits

FIN 716 International Finance

Cross-listed as IBU 702

This course is an analysis of the financial opportunities and risks resulting in global market investment. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the

reasons and impact from official intervention; and elements of country-risk analysis.

Prerequisite: GBA 522 or with the permission of the instructor

On Occasion, 3 credits

FIN 717 Investment Analysis Fixed Income and Derivatives

This course analyzes the activities of the financial intermediaries in the marketplace. The course presents a rigorous quantitative and qualitative analysis of the money and capital markets, concentrating on the Fixed Income and Derivatives markets. It focuses on the risks and returns associated with investments in those markets, and on how these instruments can be optimally allocated to yield successful portfolio management performance. This course, when combined with FIN 705, presents a complete overview of the global capital markets.

Prerequisite: GBA 522 or with the permission of the instructor

On Occasion, 3 credits

FIN 722 Real Estate Investments

This course covers the theory and measurement of return and risk on real estate loans and equity investments, investment decision making and financing alternatives, techniques of real estate investment financing, evaluation of investment risk and credit quality on selected types of properties and loans. Topics include: site selection, income properties, office buildings, shopping centers, industrial properties, condos and co-ops, leasing valuation and marketing.

On Occasion, 3 credits

FIN 725 Money, Banking, and Capital Markets

This course's main objective is to analyze and understand the principal forces that are shaping the U.S. and world money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows are each examined. Interest rates are analyzed in the context of portfolio choice and their behavior is carefully examined. Emphasis is also placed on the changing role of competitive financial institutions and the effects of these changes on the flow of funds and monetary policy.

On Occasion, 3 credits

FIN 726 International Corporate Finance

Cross-listed as IBU 708

This course is an analysis of the financial opportunities, risk, and decision-making processes associated with international operations. Topics include management of

translation, transaction and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is utilized.

Prerequisite: FIN 716/IBU 702 or

permission of the Chair

On Occasion, 3 credits

FIN 727 Global Economic Environment of Business

The main goal of this course is to analyze and understand the global economy in which business operates today. Attention centers on the key policy issues and major economic forces that affect business activity and on the tools necessary to evaluate these issues and forces. The tools of analysis include the portfolio approach, post-Keynesian and modern monetarist approaches, rational expectations, and state-of-the-art analysis of saving and investment. The course also explores the role played by U.S. and world financial markets in influencing the domestic and global economic environment. Material in the text will be heavily supplemented by, and integrated with, current events.

On Occasion, 3 credits

FIN 750 Seminar in Finance

This seminar investigates advanced and timely topics in finance that influence corporate and investor decision making. It also explores major issues that affect financial markets and intermediaries. Topics analyzed will vary according to financial conditions and developments, but may include: systemic risks to the financial system; value at risk; corporate governance; financial engineering; and portfolio rebalancing strategies.

On Occasion, 3 credits

International Business

IBU 702 International Finance

Cross-listed as FIN 716

This course is an analysis of the financial opportunities and risks resulting in global market investment. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons and impact from official intervention; and elements of country-risk analysis.

Prerequisites: GBA 522 and MBA 625 or with the permission of the instructor

On Occasion, 3 credits

IBU 703 Competing in the Global Trading System

Cross-listed as MKT 716

The main goal of this course is to analyze and understand critical issues in international trade and competition from a business perspective. The course reviews and utilizes traditional theories of trade, but emphasizes modern concepts of dynamic competitive advantage – the role of firm strategies, the role of location, country factors, and public policies in the context of the evolving systems of world trade. Critical business issues concerning trade and competition arising out of the WTO system, the regional trading arrangements, and trade regulations and industrial policies are also examined.

Prerequisite: MBA 625

On Occasion, 3 credits

IBU 704 Management of International Business

This course focuses on the management of direct international investment, commonly known as multinational corporations. The course examines the nature, growth and new directions of direct investment, and how they are related to changing economic, social and monetary conditions. The interplay of business and government in international management is highlighted.

Prerequisites: GBA 524, MBA 622

MBA 625

On Occasion, 3 credits

IBU 705 International Marketing

Cross-listed as MKT 717

This course is an analysis of both marketing strategy and marketing management in the international marketplace. It provides students with an understanding of the global marketing environment and how the environment impacts the applicability of the marketing strategies. Students will learn theoretical foundations of international marketing and apply them to international marketing campaigns based on the similarities and differences of international markets in terms of cultural, economic, regulatory and competitive forces. Country market selection, market entry modes and ethical issues are discussed.

Prerequisite: MBA 625

On Occasion, 3 credits

IBU 706 Comparative International Management

In this course, comparisons are made among national managerial systems to emphasize contrasts and similarities. The functional interrelationships between managers and their international environments as well as the problems of cross-

national cooperation are highlighted.

Prerequisite: MBA 625

On Occasion, 3 credits

IBU 707 Multinational Business in Developing Nations

This course is an analysis and discussion of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities, national customs and mores, natural resource policies, tax policies, governmental economic nationalism, and similar concepts and problems of operating in Third World nations.

Prerequisite: MBA 625

On Occasion, 3 credits

IBU 708 International Corporate Finance
Cross-listed as FIN 726

This course is an analysis of the financial opportunities, risks and decision-making processes associated with international operations. Topics include management of translation, transaction and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is utilized.

Prerequisites: FIN 716/IBU 702, MBA 625 or permission of Chair

On Occasion, 3 credits

IBU 709 Marketing Strategies for Global High Tech Products and Services
Cross-listed as MKT 715

Innovation of new products and services is expensive to produce and inexpensive to reproduce. As a result, high-technology firms that invest heavily in R & D often have difficulty in appropriating the fruits of their innovative efforts. Legal protection of intellectual capital by means of patents, copyrights and trade secrets do not work well in practice.

"Inventing around" patents are a common practice that can often be accomplished at a relatively modest cost.

Moreover, markets for high-tech products and services suffer from high degree of uncertainty. The course examines the unique problems faced by the high-technology firms with focus on ICT and pharmaceutical sectors and marketing strategies that help mitigate these problems within the larger context of emerging global market for technology/know-how as opposed to products and services.

Prerequisites: MBA 622, MBA 625

On Occasion, 3 credits

IBU 710 IT Management in a Multinational Business Environment
Cross-listed as MIS 710

This course focuses on worldwide IT environments, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global management support systems, and global IT management strategies. It inculcates an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes, and economic infrastructures. The course emphasizes the critical role and issues of IT and Electronic Commerce (EC) in contributing to the success of global finance, marketing, manufacturing, trade and accounting practices.

Prerequisites: GBA 523, MBA 625

On Occasion, 3 credits

IBU 750 International Business Seminar

This course is an analysis of the decision-making processes and methods for defining, analyzing and resolving contemporary international financial and trade problems. Emphasis is on assessing international developments and trade relating to business.

Prerequisites: IBU 702, 70, MBA 625

On Occasion, 3 credits

Management Electives

Prerequisite for all 700-level Management courses: GBA 523

MAN 702 Theories of the Organization

This course is a survey of organizational theories with particular emphasis on goal setting, assessment, achievement and displacement. Topics include: the relationship of authority, role responsibility, organizational structure, design and culture. Students diagnose organizational functions, analyze deficiencies, and determine ways of adapting organizational structure to realize goals.

Prerequisites: MBA 623, GBA 523

Every Semester, 3 credits

MAN 703 Project Analysis and Program Management

This course provides a comprehensive analysis of projects in contemporary organizations. The course addresses the basic nature of managing all types of projects – public, business, engineering, information systems, and so on – as well as the specific techniques for project management. Topics include: the organization's strategy and project selection, project leadership, project planning, uncertainty and risk management, project budgeting and cost estimation, project scheduling, resource allocation, conflict and negotiation, pro-

ject monitoring and controlling, project auditing, and project evaluation and termination.

Prerequisite: GBA 523

Spring, 3 credits

MAN 705 Management Decision Theory

This course introduces the basic principles and techniques of making decisions in managerial situations. Students will learn to develop decision models for improving the quality of decisions; sharpen their ability to structure problems and to perform logical analyses; translate descriptions of decision problems into formal models, and investigate those models in an organized fashion; identify settings in which models can be used effectively and apply modeling concepts in practical situations. Emphasis will be placed on model formulation and interpretation of results in diverse industries and functional areas, including finance, operations, and marketing.

Prerequisite: GBA 523

On Occasion, 3 credits

MAN 707 Small Business and New Venture Management

This course examines the role of a small business in a dynamic, free enterprise economy. The course is designed to stimulate a creative approach to the problems of a small firm by entrepreneurs. Emphasis is placed upon: establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions.

Prerequisite: GBA 523

On Occasion, 3 credits

MAN 722 Human Resource Management

This course is a review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. These activities are viewed from the position of both the large and small firm.

Prerequisite: GBA 523

Spring, 3 credits

MAN 723 Behavior Concepts Applied to Management

This course covers the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics include approaches to personnel assessment, the development and motivation of managers, and the fundamentals of executive performance.

Prerequisite: GBA 523

On Occasion, 3 credits

MAN 725 Work, People and Productivity

This course is an analysis of the problems of the occupational environment in small and large enterprises. Emphasis is placed upon practical problem solving of immediate concern to the participants.

Topics include: survey of new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

Fall, 3 credits

Prerequisite: GBA 523

MAN 731 Negotiation Strategy

This senior-level course requires that the students integrate and apply knowledge acquired in a variety of management disciplines. The course heavily emphasizes the development of negotiation skills, problem solving, decision making, strategic analysis, and application and implementation skills. Students will apply theoretical concepts in the management discipline to current organizational situations gaining analysis and negotiation skills to make better professional assessments. Students will also make research-based presentations developing their presentation and communications ability. Negotiation is considered a very important part of the business curriculum at many top-tier business schools and is a very important aspect of daily managerial activity-managers negotiation with employees, suppliers, competitors, various stakeholders in the environment, and alliance partners to name but a few. Through the study and practice of negotiation, students develop strategic thinking, learn about the psychology of bargaining, broaden their ability to convey important points of view with respect to analyzing complex positions, and ultimately develop their ability to apply the totality of learning through their educational experience. The class is presentation-intensive and builds advanced interpersonal and communication skills, through the use of business-specific, knowledge intensive exercises.

Prerequisite: GBA 523

On Occasion, 3 credits

MAN 734 Supply Chain Management

This course focuses on the concepts, issues, and methods in relation to the planning, organizing, and controlling of the business activities in the supply chain. These activities include production, transportation, inventory maintenance, order processing, purchasing, warehousing, materials handling, packaging, and customer service, with the purpose to make products and services available to customers at the time,

place, and in the condition and form desired, in the most profitable or cost-effective way.

Prerequisites: GBA 523, GBA 523, MBA 624

On Occasion, 3 credits

MAN 740 Social Entrepreneurship

This course is designed to integrate previous courses in Management, Marketing, Finance and Accounting in the application of business skills and techniques in alleviating social problems. Students will be expected to develop a comprehensive Business Plan as well as assist external organizations which are focused on meeting societal needs. With the application of the business approach to meeting societal needs, students will gain further expertise in applying their skills to a "real-world" problem.

Prerequisite: GBA 523

On Occasion, 3 credits

MAN 745 Business Consulting

This course covers the complete process of business consulting, from developing business proposals and mobilizing a consulting team, to producing deliverables and deploying solutions. The course is designed to provide MBA students with the background and skills needed to pursue a career in consulting. The course discusses specific applications in such consulting fields as strategy consulting, training, organizational development, technical and business development consulting. Specific and practical concepts, tools, techniques and frameworks are covered that can be used in all forms of consulting and any area of consulting application.

Prerequisite: GBA 523

On Occasion, 3 credits

MAN 750 Management Seminar

The problems of organizational management are considered from a multi-disciplinary point of view. Concepts and research from management studies are applied to specialized problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance general management skills related to superiors, subordinates, staff specialists and peers.

Prerequisite: GBA 523

On Occasion, 3 credits

Management Information Systems Electives

Prerequisite for all 700-level MIS courses: MBA 620

MIS 702 Data Base Management Systems

This course examines the applications of data base systems in a business environment. The course includes the foundations for data base concepts and methodologies, data representation, data modeling and file organization. Various approaches to the design of data base management systems are studied, emphasizing their data definition and structure, data access and update techniques.

Prerequisite: MBA 620

Fall, 3 credits

MIS 703 Management Decision Support Systems

This course focuses on Decision Support Systems (DSS) and their use by managers in making unstructured decisions by exploring viable alternatives in addition to providing an optimal solution whenever possible. This course examines the concept of decision support in a complex environment by surveying current decision support systems and the latest research in the field.

Prerequisite: MBA 620

Spring, 3 credits

MIS 704 Management and Systems Design Processes

This course is designed to integrate the areas of MIS, Data Base and Decision Support Systems. Its purpose is to aid students in managing and designing large-scale information and decision systems in organizations. Emphasis is on structured systems design and management techniques. The implementation and audit functions are among the topics discussed.

Prerequisites: MBA 620, MIS 702, MIS 703

On Occasion, 3 credits

MIS 705 Network Communication in Business

This course begins with an introduction to business information systems and communications networks. Students learn the vital role of MIS communications networks as they relate to business organizations and decision making. This course also provides students with current management and technical knowledge on how to evaluate, select and implement communications systems. Students learn to effectively deal with the rapidly changing technological environment. Forecasting future trends is also discussed.

Prerequisite: MBA 620

Spring, 3 credits

MIS 706 Advanced Programming Languages

This course features high-level programming languages commonly used in business applications. Topics include structure design, analysis and programming, software testing and documentation.

Prerequisites: MBA 620 and Previous programming experience

On Occasion, 3 credits

MIS 710 IT Management in a Multinational Business Environment Cross-listed as IBU 710

This course focuses on worldwide IT environments, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global management support systems, and global IT management strategies. It inculcates an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes, and economic infrastructures. The course emphasizes the critical role and issues of IT and Electronic Commerce (EC) in contributing to the success of global finance, marketing, manufacturing, trade and accounting practices.

Prerequisites: GBA 523, MBA 620

On Occasion, 3 credits

Marketing Electives

Prerequisites for all 700-level Marketing courses: GBA 524 and MBA 622

MKT 701 Marketing Communication and Advertising

This course covers the role of mass and personal communication and sales promotion in marketing management and its social and economic implications. Research findings in communication theory, behavioral sciences, and comprehensive models of buyer behavior are particularly stressed. The course surveys the planning, implementation and measurement of effectiveness of marketing communication activities. Students are required to develop integrated promotional campaigns based on actual marketing information.

Prerequisites: GBA 524, MBA 622

On Occasion, 3 credits

MKT 702 Marketing Research

This course emphasizes the role of information in marketing decisions. Given the sheer variety and quantity of information available in today's environment, the ability to assess the quality of information is more important than ever before. This course will provide students with the tools and techniques that are

essential to developing this ability. The course takes a very applied, hands-on approach to the subject, at the same time ensuring that students are exposed to the theoretical concepts that are relevant. It covers two broad areas: research design, and data analysis and interpretation. Ethical issues are incorporated throughout the course. A variety of examples, cases and assignments will be used to illustrate the application of different research methodologies and to provide an understanding of how research can be used to make better decisions.

Prerequisites: GBA 524, MBA 622

On Occasion, 3 credits

MKT 703 Sales Management and Forecasting

This course emphasizes the management of selling activities and the outside sales force as one major phase of marketing management. The course includes discussion of the administrative activities of sales force managers from the district manager up to the top level sales executive in the firm. Organization of the sales department, operating the sales force, planning sales force activities, and the analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potentials, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases are used to stress practical applications.

Prerequisites: GBA 524, MBA 622

On Occasion, 3 credits

MKT 705 Consumer Behavior

This course uses the multi-disciplinary approach to understanding consumer behavior in the marketplace by integrating the contributions of cultural anthropology, psychology, sociology and economics. This course reviews the role of the behavioral sciences in marketing in such areas as determination of product choice, brand loyalty and switching, and company loyalty policies. Topics include learning theory, motivation, diffusion of innovation, reference group theory, role-playing, perception and attitude formation. Managerial implications are examined using case studies.

Prerequisites: GBA 524, MBA 622

On Occasion, 3 credits

MKT 706 Product Strategy

The course provides a comprehensive presentation of the product planning and development process and examines strategies over the product's life cycle. Topics include idea generation, concept development, screening criteria, concept testing, commercialization and the development of marketing plans. Marketing mix decisions over the product life cycle

are also covered. The product/brand manager organizational structure as well as ethical considerations is also examined.

Prerequisites: GBA 524, MBA 622

On Occasion, 3 credits

MKT 707 Marketing Distribution Systems

This course is an analysis of the competitive struggle for channel command, and the utilization of economic, analytical tools and behavioral models. The growth of, and innovation in, vertical systems is examined with regard to social, economic and legal constraints. The course also surveys the objectives and decision-making processes of individual members at various channel levels. Case studies that are used stress practical applications.

Prerequisites: GBA 524, MBA 622

On Occasion, 3 credits

MKT 708 Industrial Marketing

This course, also known as, "B2B marketing", deals with firms' marketing practices and relationships with other firms. The course emphasizes manufacturers' marketing activities involving their product development, pricing strategies and tactics, distribution activities and their promotional/advertising programs within the context of ethical considerations. In addition, the course assesses suppliers of services to industrial and/or government markets in high tech and heavy equipment products.

Prerequisites: GBA 524, MBA 622

On Occasion, 3 credits

MKT 712 Direct Marketing

The direct response techniques, an increasingly important component of the marketing efforts of companies of all sizes, are studied in this course in detail. Direct marketers have developed a sophisticated awareness of the exact relationship of their marketing effort to sales and profits. This course familiarizes students with the entire range of direct marketing, media, and fulfillment strategies with special emphasis on scientific data base management.

Prerequisites: GBA 524, MBA 622

On Occasion, 3 credits

MKT 715 Marketing Strategies for Global High-Tech Products and Services

Cross-listed as IBU 709

Innovation of new products and services is expensive to produce and inexpensive to reproduce. As a result, high-technology firms that invest heavily in R & D often have difficulty in appropriating the fruits of their innovative efforts. Legal protection of intellectual capital by

means of patents, copyrights and trade secrets do not work well in practice. "Inventing around" patents are a common practice that can often be accomplished at a relatively modest cost. Moreover, markets for high-tech products and services suffer from high degree of uncertainty. The course examines the unique problems faced by the high-technology firms with focus on ICT and pharmaceutical sectors and marketing strategies that help mitigate these problems within the larger context of emerging global market for technology/know-how as opposed to products and services.

Prerequisites: GBA 524, MBA 622
On Occasion, 3 credits

MKT 716 Competing in the Global Trading System

Cross-listed as IBU 703

The main goal of this course is to analyze and understand critical issues in international trade and competition from a business perspective. The course reviews and utilizes traditional theories of trade, but emphasizes modern concepts of dynamic competitive advantage – the role of firm strategies, the role of location, country factors, and public policies in the context of the evolving system of world trade. Critical business issues concerning trade and competition arising out of the WTO system, the regional trading arrangements, and trade regulations and industrial policies are also examined.

Prerequisites: GBA 524, MBA 625, MBA 622,
On Occasion, 3 credits

MKT 717 International Marketing

Cross-listed as IBU 705

This course is an analysis of both marketing strategy and marketing management in the international marketplace. It provides students with an understanding of the global marketing environment and how the environment impacts the applicability of the marketing strategies. Students will learn theoretical foundations of international marketing and apply them to international marketing campaigns based on the similarities and differences of international markets in terms of cultural, economic, regulatory and competitive forces. Country market selection, market entry modes and ethical issues are discussed.

Prerequisites: GBA 524, MBA 622, MBA 625
On Occasion, 3 credits

MKT 718 Creativity and Personal Mastery

This is a course on creativity, about the human mind and its immense potential, and how to achieve your own ends and whether those ends are worth achieving. To reach any major goal, the help of others is needed; therefore, studying leadership and the qualities of a leader are examined. Mostly, this course is designed to help discover your unique purpose for existence. At the very least, it will get you started on this quest. Readings transcend business to encompass disciplines such as physics, psychology and philosophy. The course also deals explicitly with issues such as developing personal values, ethics, integrity, and achieving mastery. A particular focus is the understanding and resolving of conflicts between personal values and workplace action. This conflict is particularly acute in several marketing cases we shall study such as predatory lending practices and deceptive advertising by financial institutions, fast food marketing practices, tobacco industry promotion methods domestically and internationally and persuasion or manipulation vignettes.

Prerequisites: GBA 524, MBA 622,
On Occasion, 3 credits

MKT 750 Marketing Seminar

This seminar offers advanced special topics in marketing that are relevant to increasing the effectiveness of marketing as an organizational function. Topics will vary according to advances in the field and the environment in which marketing operates. They include research methodology and techniques, impact of technology, ethics, and global marketing strategy. The course utilizes the expertise of guest speakers, when applicable.

Prerequisites: GBA 524, MBA 622, MBA 625

On Occasion, 3 credits

MBA Electives from the School of Professional Accountancy

Graduate courses in the School of Professional Accountancy are available as electives in the M.B.A. Program.

Prerequisites for 700-level accounting courses require a bachelor's degree in accounting or its equivalent. *Prerequisites* for 700 level taxation courses require six credits of accounting, and three credits each of taxation and business law. Other prerequisites may exist. Refer to the School of Professional Accountancy section later in this Graduate Bulletin for a description of all courses.

The two courses below are specifically designed for M.B.A students.

BLW 701 Law for Business Managers

This course examines the current legal environment of business and how it affects the decision-making process for managers of business enterprises. The topics covered include ethics, contracts, torts, intellectual property, international transactions, employment agreements, real property, consumer protection, forms of business organizations, and debtor-creditor relations.

Designed specifically for M.B.A students
On Occasion, 3 credits

TAX 726 Tax Strategies and Business Decisions

This course includes an examination of how taxes impact the business environment and affect management decision making. Using a planning approach, students learn how to adapt to constantly changing tax rules and assess their future impact. The objective of the course is to provide the student with a framework to assess and predict how taxes affect business activities and participants, including customers, suppliers, employees, investors, and competitors.

Designed specifically for M.B.A students
On Occasion, 3 credits

Student Organizations

M.B.A. Association

The mission of the M.B.A. Association is to help students network with each other and exchange ideas and information that are helpful for career advancement in the competitive business world. The Association is open to all M.B.A. students regardless of full-or part-time status.

Society for Advancement of Management

The Society for the Advancement of Management is a working model of a real business organization, exposing its members to the most successful management techniques in current use. It prepares both undergraduate and graduate student members for top management roles in every field.

American Marketing Association

The American Marketing Association is an organization that works to foster scientific study and research in the field of marketing. The association's goal is to develop sound thinking in marketing theory and a greater knowledge of marketing principles.

Financial Management Association

The Department of Finance sponsors a student chapter of the Financial Management Association (FMA). Founded in 1970, the Financial Management Association is a professional organization that has more than 5,000 members worldwide (academicians, senior executives, research analysts, etc.) and is a global leader in developing and disseminating knowledge about financial decision making.

Beta Alpha Psi

Beta Alpha Psi is the national scholastic and professional fraternity for financial information students and professionals. Beta Alpha Psi was founded in 1919. By 2002 there were nearly 238 chapters on college and university campuses with more than 200,000 members initiated since the fraternity's formation. Students must meet certain eligibility requirements to become a member. Beta Alpha Psi sponsors professional speakers and social events, and performs service activities on campus and in the community.

Beta Gamma Sigma

Beta Gamma Sigma recognizes the most outstanding students of business and management. The Society's membership of more than 460,000 comprises the brightest and best of the world's business leaders. Beta Gamma Sigma was founded as a national organization in 1913 at the University of Wisconsin, University of Illinois and University of California. With the global expansion of AACSB International, society membership is no longer limited to those who have studied in the U.S. or Canada. The C.W. Post Campus Chapter of Beta Gamma Sigma was established in 2002.

Delta Sigma Pi

Delta Sigma Pi, an international, co-educational, professional fraternity, sponsors professional speakers, serves the community and the University, and strives to promote scholarship amongst fellow students. The C.W. Post Campus Zeta Omicron Chapter was founded in 1965.

Health Care and Public Administration

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Master of Public Administration – M.P.A.

The C.W. Post Master of Public Administration (M.P.A.) degree program is accredited by the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration (NASPAA).

The Department of Health Care and Public Administration offers graduate programs leading to the profession degree of Master of Public Administration (M.P.A.) in Public Administration, Nonprofit Management, Health Care Administration, and Health Care Administration with the Specialization in Gerontology.

The M.P.A. program has been formulated to serve those seeking careers as administrators in the public, health care, and non-profit sectors. Courses are electives to supplement the curriculum. The courses examine practical and theoretical problems in administration. **The program's philosophy is to provide a comprehensive understanding of organizational structures, administrative techniques, policy analysis and program management.**

The department also offers a Graduate Certificate Program in Gerontology as well as in Nonprofit Management that affords the student the opportunity to concentrate in these growing fields.

The department offers a J.D./M.P.A. in conjunction with Touro Law Center in Central Islip, N.Y. Continuing education in nursing home administration and health care leadership is offered in cooperation with the C.W. Post Office of Continuing Education and Professional Studies.

Continuing Education also offers a full range of nonunit courses for career development, vocational training, professional development and personal enrichment. The program is geared to meet the specific needs of civic, professional and governmental agencies.

Requirements

M.P.A. in Public Administration
 M.P.A. in Health Care Administration
 M.P.A. in Health Care Administration
 with a Specialization in Gerontology
 M.P.A. in Nonprofit Management
 J.D./M.P.A. Dual Degree Program
 Advanced Certificate in Gerontology
 Advanced Certificate in Nonprofit
 Management

Candidates for admission to the M.P.A. and/or graduate Advanced Certificate Programs must satisfy the general admission requirements for graduate study at the C.W. Post Campus of Long Island University.

Applicants must have a baccalaureate degree from an accredited institution and an acceptable record in undergraduate and other studies as reflected in official transcripts of all colleges and universities.

Full Matriculation Requirements

Full matriculation indicates that the student meets all requirements for admission to the degree program. This includes:

1. official transcript reflecting award of baccalaureate degree with a cumulative grade point average of 3.00 or above or the successful completion of another Master's Degree
2. two letters of recommendation
3. clear statement on the application indicating desire for admission and professional growth
4. Students whose native language is not English are expected to take the Test of English as a Foreign Language (TOEFL), and may also be asked to take TOEFL's Test of Written English (TWE) or Test of Spoken English (TSE).

Limited Matriculation Requirements

Limited matriculation indicates that the student does not meet some requirement (s) for full matriculation.

When any of the supporting documents are missing, an applicant may be granted conditional acceptance. A limited matriculated student will be required to furnish the missing supporting information within his or her first semester of enrollment. After this information is submitted, the conditional status will be resolved.

Failure to meet this requirement will prevent the student from enrolling in

additional coursework and being considered for matriculation until he or she furnishes the missing documents.

A student whose undergraduate cumulative grade point average is between 2.50 and 2.99 may be granted limited matriculation. To be classified as a Full Matriculant, the student must furnish all necessary documentation, complete 12 credits with an earned grade point average of 3.00 or above, and demonstrate oral and written English communication skills.

Pre-M.P.A. Program Requirements

A student with an undergraduate grade point average below 2.50, but who has strong letters of recommendation and a statement on the application indicating desire for admission and professional growth, may be accepted into the Pre-M.P.A. Program. The student must then complete 18 foundation credits (MPA 501, 502, 503, 504, 505, 506) maintaining an average of 3.00 or better. The student must demonstrate oral and written English communication skills and be recommended by two M.P.A. program faculty members. The student may then apply for matriculation in the M.P.A. program through his/her academic advisor. Students in the Pre-M.P.A. Program have non-matriculated status and are not eligible for financial aid.

Degree Requirements

A Master of Public Administration degree candidate must complete 48 credits of study. He or she must earn a cumulative grade point average of 3.00 or above to be approved for graduation. A student who exhibits exceptional preparation in a given area may be considered for a waiver of a specific course requirement. Foundation courses will normally not be waived.

A written request for the waiver, accompanied by supporting documentation, must be submitted to the chairperson. If permission is granted, the student will receive written notification. A student who receives a waiver will be required to substitute three credits in his or her concentration for each course waived.

Time Limit for Receipt of Degree

Students are expected to complete their M.P.A. studies within five years of their initial class registration. Under extenuating circumstances, such as mili-

tary service, family or career responsibilities, or personal illness or hardship, this time limit may be extended to seven years. Such an extension is initiated by a student's written request to the Department Chairperson, followed by the Department's Academic Policy Committee review and recommendation to the Chairperson. The Academic Policy Committee will consider such factors as GPA, courses incompletes, number of incompletes taken and outstanding, and other factors that the Committee deems to be relevant criteria for evaluation.

A student who does not complete the degree within the specified time period from initial registration may request reapplication under the prevailing guidelines of the program in effect at the time of reapplication. If the reapplication is approved:

- Courses taken prior to reapplication must be consistent with the degree program the student is reapplying for in order for credit to be applied toward the degree.
- No course taken more than seven years prior to reapplication may be applied to the degree.
- The student must have attained a grade of B or better in all eligible courses taken prior to reapplication or be required to re-take the course.
- The time period for completion of the degree will begin with approval of the reapplication and will be the same as that for students beginning their initial registration as outlined above.

Transfer Credits

The Department may accept up to 12 transfer credits from an accredited graduate school. Transfer courses must be relevant to health care or public administration. Transfer credit will not be considered unless the student earned a grade of 3.00 or better for the course and were completed within five years. The student must also submit a syllabus for each course that he/she wishes to be considered for transfer credit. The course(s) will then be reviewed by the faculty, and the student will be notified.

Unsatisfactory Grades

A student whose grade point average drops below 3.00 is given one semester to attain the minimum required average. If the grade point average remains below 3.00, the student is required to repeat

those classes in which a grade of C was received until his or her grade point average meets the 3.00 requirement. A student is not permitted to register for the Thesis courses (707-708) unless he or she has the minimum cumulative grade point average of 3.00.

Course of Study

Courses	Credits
Foundation courses	21
Advanced core courses	9 (15*)
Electives	12 (9*)
Capstone Seminar	6
*Nonprofit Management	

Health Care Administration – M.P.A.

Plan of Study

Foundation Courses (21 credits)

MPA 501 Principles of Public Administration
 MPA 502 Organizational Theory and Behavior in the Public Sector
 MPA 503 Economic Environment and the Public Sector
 MPA 504 Computer Applications
 MPA 505 Analytical Methods
 MPA 506 Computer-based Management
 MPA 507 The Policy Process in Health Care and Public Administration

Advanced Core Courses (9 credits)

HAD 602 Human Resource Administration in the Health Sector
 HAD 603 Foundations of Budgeting and Finance in Health Administration
 HAD 604 Administrative Responsibility and the Legal Environment in the Health Sector

Specialization (12 credits)

General Health Administration Concentration
 Elective credit selected in consultation with an academic counselor

Gerontology Administration Concentration

HAD 709 Legal Aspects in Health
 HAD 710 Gerontology: Process of Aging
 HAD 711 Long Term Care Administration
 HAD 712 Management of Senior Community Programs

Capstone Seminar in Health Administration (6 credits)

HAD 707 Thesis Research Consultation
 HAD 708 Thesis

Gerontology Advanced Certificate Program

The increase in the older person population has created a need for professionals who can guide individuals, families, communities and institutions in dealing with the special needs of the elderly. With formal courses, lectures and case studies, the Department of Health Care and Public Administration offers instruction on an advanced level. Upon completion of this program, Long Island University confers a graduate Advanced Certificate in Gerontology.

The Gerontology Certificate requires successful completion of five courses. A matriculated M.P.A. student who pursues this certificate may transfer up to three courses from his or her M.P.A. curriculum.

A Certificate in Gerontology candidate must have a bachelor's degree from an accredited institution, and an acceptable record in undergraduate and other studies as reflected on official transcripts. Each candidate must also meet admission criteria established for the M.P.A. degree program.

Plan of Study

Required Courses (3 credits)

*HAD 710 Gerontology: Process of Aging

Elective Courses (12 credits)

Select four of the following:
 HAD/NRS 500 Nursing and Aging Health
 NTR 501 Principles of Nutritional Science

*HAD 602 Human Resource Administration in the Health Sector
 *HAD 603 Foundations of Budgeting and Finance in Health Administration

*HAD 709 Legal Aspects
 *HAD 711 Long Term Care
 HAD 712 The Management of Senior Community Programs
 HAD 726 Interdisciplinary Assessment
 HAD 727 Entrepreneurship in Gerontology
 HAD 728 Financial, Estate and Retirement Planning

HAD 729 Bereavement: Psychological, Cultural and Institutional Perspectives
**As of November 27, 2000 – This is an educational requirement for the New York State Nursing Home Administrator's Licensing Examination.*

Nonprofit Management – M.P.A.

Plan of Study

Foundation courses (21 credits)

MPA 501 Principles of Public Administration
 MPA 502 Organizational Theory and Behavior in the Public Sector
 MPA 503 Economic Environment and the Public Sector
 MPA 504 Computer Applications
 MPA 505 Analytical Methods
 MPA 506 Computer-Based Management Information Systems
 MPA 507 The Policy Process in Health and Public Administration

Nonprofit Core Courses (15 credits)

NPM 650 Introduction to Nonprofit Management
 NPM 651 Fundraising and Development for Nonprofit Organizations
 NPM 652 Human Resource Management in Nonprofit Organizations
 NPM 653 Financial Management in Nonprofit Organizations
 NPM 654 Legal, Ethical and Governance Issues in Nonprofit Organizations

Electives (6 credits)

MPA 701 Managerial Communication
 MPA 708 Work, People and Productivity
 MPA 713 Grant Writing and Administration
 MPA 721 Quality Improvement and Program Evaluation Strategies

Capstone Seminar in Nonprofit Management

NPM 707 Thesis Research Consultation
 NPM 708 Thesis Seminar

Advanced Certificate in Nonprofit Management

The Advanced Certificate in Nonprofit Management provides students with an understanding of the issues unique to nonprofit organizations and the skills to supervise and manage in nonprofit settings. The Certificate requires successful completion of five courses. Candidates who already have an M.P.A. degree may apply up to three courses (9 credits) toward the Certificate. Candidates for the Advanced Certificate in Nonprofit Management must have a bachelor's degree from an accredited institution, and an acceptable record in undergraduate and other studies as reflected by official transcripts. Each candidate must also meet admission criteria established for the M.P.A. degree program.

Plan of Study

Required Course (3 credits)

NPM 650 Introduction to Nonprofit Management

Nonprofit Management Electives (9 credits)

Select three of the following:

NPM 651 Fundraising and Development for Nonprofit Organizations
NPM 652 Human Resource Management for Nonprofit Organizations
NPM 653 Financial Management in Nonprofit Organizations
NPM 654 Legal, Ethical and Governance Issues in Nonprofit Organizations

Related MPA Electives (3 credits)

Select one from the following:

MPA 701 Managerial Communication
MPA 708 Work, People and Productivity
MPA 713 Grant Writing and Administration
MPA 721 Quality Improvement and Program Evaluation Strategies

Public Administration – M.P.A.

Plan of Study

Foundation Courses (21 credits)

MPA 501 Principles of Public Administration
MPA 502 Organizational Theory and Behavior in the Public Sector
MPA 503 Economic Environment and the Public Sector
MPA 504 Computer Applications
MPA 505 Analytical Methods
MPA 506 Computer-Based Management Systems
MPA 507 The Policy Process in Health Care and Public Administration

Advanced Core Courses (9 credits)

PAD 602 Human Resource Administration in the Public Sector
PAD 603 Fundamentals of Budgeting and Finance in the Public Sector
PAD 604 Administrative Responsibility and the Legal Environment in the Public Sector

Specialization (12 credits)

Students in the Public Administration curriculum select 12 credits from the electives in consultation with an academic counselor.

Capstone Seminars in Public Administration (6 credits)

PAD 707 Thesis Research Consultation
PAD 708 Thesis

J.D./M.P.A. Dual Degree Program

The dual J.D./M.P.A. Program prepares students for a variety of challenging careers in law firms, health care facilities, for-profit and not-for-profit organizations, government agencies and consulting firms. The dual degrees provide a comprehensive understanding of the interaction between the law and the public sector.

The J.D. Program, offered by Touro Law Center in Central Islip, N.Y., provides fundamental legal theory and emphasizes organization, analytical and expression skills. The M.P.A. Program, offered by the Department of Health Care and

Public Administration, contributes a strong theoretical grounding in the principles of health care administration. When combined, these two programs provide a comprehensive understanding of the legal, managerial, and programmatic aspects of the interaction of the public not-for-profit sectors and law. The number of credits to obtain this dual degree is 105. Up to 12 credits of courses from each program can be transferred to the other program.

The program stresses mastery of organizational processes and structures, administrative and management techniques, and policy analysis and creation.

Earning the dual degree positions students for leadership roles in the rapidly changing fields of health administration, health law or public administration and law.

Although this is a dual program, the J.D. and M.P.A. degrees are awarded separately by their respective degree-granting institutions upon successful completion of graduation requirements. Students must apply and be admitted to each institution separately.

Health Care and Public Administration Course Descriptions

All courses in the Graduate Public Administration Program are designated by the major.

MPA is designated for students in either the Public Administration or Health Care Administration programs.

HAD is designated for those students in the Health Care Administration Program.

PAD is designated for those in the Public Administration Program.

NPM is designated for those in the Nonprofit Management Program.

MPA 501 Principles of Public Administration

This course is a prerequisite or corequisite for all other courses in the program. This course is an introduction to the field of public administration and includes organization and management concepts and the political process. The origin, growth and interrelationships within the public sector are discussed. This discussion falls within the broader context of public policy processes with special attention to the topics of bureaucracy and intergovernmental relations.
Every Semester, 3 credits

MPA 502 Organizational Theory and Behavior in the Public Sector

This course examines and analyzes organizational theories with emphasis on the informal and formal aspects of the administrative process. Topics include individual behavior patterns, group dynamics, communication, motivation, decision making, and leadership as they relate to the public health and nonprofit sector.
Every Semester, 3 credits

MPA 503 Economic Environment and the Public Sector

This course examines the role of the public sector in economic decision making. The nature of public goods is described as it relates to the allocation, stabilization, and distribution functions of the economic system. The role of private investment, the relations between government and business, and the use of national income accounts are examined. Opposing views about the reasons, methods and institutions influencing governmental regulation, fiscal and monetary policy and action are presented.
Every Semester, 3 credits

MPA 504 Computer Applications

This course equips the student to use computerized data base management systems and statistical packages. The students gain hands-on experience. Among the packages used are SPSS and other data base management systems.
Prerequisites: MPA 505, MPA 506
Every Semester, 3 credits

MPA 505 Analytical Methods

This course is an introduction to the methods, tools and uses of applied research. The course surveys basic data gathering, analytical concepts and techniques as they apply to administrative problems. Skills and issues related to research are also considered.
Every Semester, 3 credits

MPA 506 Computer-Based Management Systems

This course is an introduction to current concepts in information systems design and management. The use of these systems and implications for managers are covered. Topics include the information systems life cycle and dimensions of computer-assisted management (e.g., office automation, electronic spreadsheets, data base management and word processing).
Every Semester, 3 credits

MPA 507 The Policy Process in Health Care and Public Administration

This course is an analysis of the policy process in terms of the development and implementation of programs as they

relate to the health care and public sectors. The impact of special interests is examined as an integral part of the process. A variety of timely subject/case studies are explored.

Prerequisite: MPA 503

Every Semester, 3 credits

MPA 701 Managerial Communication

In this course, theory and practice in written and oral communication as applied to the public, health and nonprofit sectors are examined. Report writing, memo writing, correspondence and oral presentations are included.

On Occasion, 3 credits

MPA 704 Intergovernmental Relations

This course is an analysis of the vertical and horizontal relationships of the national, state and local governments. Topics include the theory of federalism, intergovernmental cooperation and conflict, municipal, state and regional relationships.

On Occasion, 3 credits

MPA 707 Training and Development

This course is devoted to the kinds of activities and problems encountered by an agency's director of training and development. Such items as the role of the training director in organizational development, the relationship with line managers, the relationship with the president, and the techniques of training are examined by case studies, lectures and outside speakers.

On Occasion, 3 credits

MPA 708 Work, People and Productivity

This course focuses on learning and practicing practical management and supervisory techniques for improving individual, group and organizational performance. Students learn the principles of behavioral management which they apply in a project at their own workplace. They learn and practice giving effective, positive and corrective feedback, and to manage inter-group and interpersonal conflict. Students learn to analyze their own work style, and the styles of others, and discuss how to allocate tasks based upon that knowledge. They learn how to conduct effective meetings, and how to lead work groups through a problem-solving process.

On Occasion, 3 credits

MPA 710 Labor Relations in the Public Sector

This course examines the interaction of the labor movement with management in the political setting of government.

This course also examines collective bargaining in relation to public bodies, and the impact of bargaining on a fiscal budget. Other policy processes as well as the role of the administration are covered and include strategies of bargaining and the role of public opinion.

On Occasion, 3 credits

MPA 712 Managing Diversity in the Workplace

This course examines the role and function played by diversity, civil and human rights, and administrative agencies at the federal, state and local levels. The course analyzes the governmental response to diversity issues. Topics include a review of current legislation and the respective agencies established to address the problems of discrimination.

On Occasion, 3 credits

MPA 713 Grant Writing and Administration

In this highly experiential course, students locate available federal, state, local and foundation sources of funding for a specific project, write a letter proposal to a foundation or private sector organization, and follow-up with a full grant proposal, following the request for proposal (RFP) guidelines to a federal, state or local agency. Topics addressed include effective research, creating a plan for the program, elements of a good proposal, components of the proposal package and strategies for getting a proposal read by a foundation or corporation officer. Administration, evaluation and reporting functions, as well as accountability, are described and discussed.

On Occasion, 3 credits

MPA 721 Quality Improvement and Program Evaluation Strategies

This course prepares students with the theory, knowledge and skills to implement program evaluation and quality improvement (e.g., Total Quality Management) strategies and measurements. The focus of the course is on applications in health care human services and public sector organizations.

On Occasion, 3 credits

MPA 777 Critical Issues in the Public and Private Sectors

This course reviews critical issues facing the public and private sectors and their interrelationship. Noted figures from the public and private sectors present the issues from their perspective.

On Occasion, 3 credits

MPA 785 Independent Study

The student is expected to research one specific phase of a problem in considerable depth under the supervision of a faculty advisor, and to prepare a well-documented evaluative report expressing his/her own assessment of the impact and significance of both the problem and of one or more solutions.

Every Semester, 3 to 6 credits

MPA 788 Graduate Internship in Administration

An opportunity for students without administrative experience to work in an organization based upon a plan approved by the head of the program and the agency. Students prepare a substantial research and/or analytical paper concerning their experience and participate in an internship seminar.

Every Semester, 3 to 6 credits

Health Care Administration Course Descriptions

HAD 602 Human Resource Administration in the Health Sector

This course explores the theories and practices of human resource administration in health service organizations such as merit systems, unionism, bureaucratic trends, personnel recruitment, testing, and performance evaluations. Other topics include equal employment opportunity, employee rights and occupational safety.

Prerequisite: MPA 502

Spring, 3 credits

HAD 603 Foundations of Budgeting and Finance in Health Administration

This course familiarizes the student with the principles of budgeting and finance in the health sector. Topics include budgetary systems, methods, processes and cycles, preparation, justification and financial information systems. The course includes a survey of the federal prospective payment system and other current developments in reimbursement methods.

Prerequisite: MPA 503

Spring, 3 credits

HAD 604 Administrative Responsibility and the Legal Environment in the Health Sector

This course considers the authority and procedures utilized by health care agencies in the administration of their services. The course includes an analysis of problems of accountability and the rec-

onciliation of the administrative process with medical, political, social, statutory and regulatory mandates.

Prerequisites: MPA 502, 503, 507

Fall, 3 credits

HAD 701 Hospital Organization

This course reviews the organization and management of hospitals within a regional context of primary care. Included are the elements of hospital structure and organization, and a focus on problem solving and development of administrative skills.

On Occasion, 3 credits

HAD 702 Epidemiology and Public Health

This course defines and reviews the concept and practice of public health administration in the United States. It clarifies the regulatory and monitoring function derived from public health policy with special emphasis on the application of epidemiological theories and methods to the study of disease in various human populations.

On Occasion, 3 credits

HAD 707-708 Thesis Research Consultation and Thesis

In the first semester, advanced study of the scientific method in the Health Administration discipline together with the preparation of a master's thesis proposal, and an outline of the thesis. The second semester is devoted to the actual writing of the thesis.

Prerequisites: MPA 501, 502, 503, 504, 505, 506, 507

A student must have completed at least 36 credits to register for 707 and at least 42 credits to register for 708. 707 and 708 may NOT be taken together.

Every Semester, 3 credits

HAD 709 Legal Aspects in Health

This course applies legal principles to the health delivery system. Topics discussed include, but are not limited to: hospital code; consents; patients rights; admission and discharge of patients; malpractice; liability of hospitals, physicians, and nurses; medical records; immunity of hospitals; medical staff rights and privileges; and medical ethics issues relating to abortion, sterilization and artificial insemination.

On Occasion, 3 credits

HAD 710 Gerontology: Processes of Aging

This course is a survey of gerontology, including theories of aging, health and physiological aspects of aging, psychological and psychiatric problems, family and sex roles of the aged, the middle years,

retirement, and institutional placement in long-term care facilities.

On Occasion, 3 credits

HAD 711 Long-Term Care Administration

This course considers the unique organizational and administrative aspects of the various types of long-term facilities as distinct from acute-care hospitals. The course includes the special federal and local code requirements pertinent to facility construction, administration, medical-nursing care, and other numerous therapeutic modalities required by the geriatric and convalescent patient.

On Occasion, 3 credits

Note: When HAD 709, HAD 710, HAD 711, HAD 602, HAD 603 are taken as part of the total Health Care Administration curriculum, program graduates should meet the educational requirements for eligibility to take the state board examination for a Nursing Home Administrator's license.

HAD 712 The Management of Senior Community Programs

The emphasis in this course is on the basic skills necessary to supervise and conduct programs for the majority of older adults who are community residents. Among these are workshops and seminars on issues of retirement, nutrition, general health, outreach, information and referral assistance, and related services. Governmental programs and relevant laws and regulations are integrated with each topic.

On Occasion, 3 credits

HAD 713 Rehabilitation and Restorative Programs

This course is a study of the functions of the various services and programs, both free-standing or in health facilities, that concern themselves with restoration from chronic disease, orthopedic disabilities, post-cardiovascular and other disabling conditions. The course includes familiarization with the workman's compensation system.

On Occasion, 3 credits

HAD 714 Planning and Marketing in Health Care

This course examines the issues pertinent to the role of the planning and marketing functions in a health organization. Principles of planning, the relationship between health planning and the development of a marketing plan, and action planning are explored as a means to provide coordination in meeting health needs and providing health services.

On Occasion, 3 credits

HAD 715 Mental Health Administration

This course is designed to acquaint the health administrator with the organizational, legal and political issues affecting the delivery of mental health services.

On Occasion, 3 credits

HAD 723 Economics of Health

This course reviews health delivery as an economic activity. Determinants of demand for health services are analyzed and the supply of resources is examined, along with the various approaches to bring the two into equilibrium. Particular attention is given to public involvement in health services in the form of licensure, regulation, financing and planning.

On Occasion, 3 credits

HAD 724 Managed Care Administration

This course analyzes various forms of managed care systems in terms of legislation, organization, administration, financing, marketing and legal aspects. An analysis of the essential ingredients in the success of prepaid systems is included.

On Occasion, 3 credits

HAD 725 Financial Management of Health Care Institutions

This course is a description and analysis of financial issues on the institutional level. Topics include third party payment systems, managed care financing and the contracting with providers and systems of cost control.

On Occasion, 3 credits

HAD 726 Interdisciplinary Assessment

This course provides a collaborative framework for comprehensively assessing the needs of elderly clients and client populations, and for the development of better linkages among disciplines serving the elderly. This course also promotes a clarification of the roles of different practitioners and the purposes of different health, financial, legal and social service organizations serving the elderly in the community.

On Occasion, 3 credits

HAD 727 Entrepreneurship in Gerontology

This course analyzes entrepreneurial concepts in gerontology, integrating project planning and marketing of aging services. Students study methods used to achieve goals and objectives in a highly competitive, resource restrained elder care environment. The course explores the characteristics of both free and regulated public and private geriatrics markets and life extension implications.

On Occasion, 3 credits

HAD 728 Financial, Estate and Retirement Planning

This course is an examination of estate, disability and financial planning tools used by the elder law attorney with analyses of laws, regulations and programs upon which planning is based. Topics include advanced directives, power of attorney, long-term care and Medicaid, and planning for asset distribution on death.

On Occasion, 3 credits

HAD 729 Bereavement: Psychological, Cultural and Institutional Perspectives

This course is designed to explore the stages and issues related to dying and grieving. Cultural diversities in the grieving process are identified. Myths and ideas that inhibit, isolate and interfere with the bereavement experience are examined. Political, medical, legal and ethical issues are analyzed. Student's values, attitudes, and fears are explored in order to form their interventions. Social, cultural and personal issues that govern a person's reaction to death and dying are highlighted.

On Occasion, 3 credits

HAD 780 Current Issues in Health Administration

A special topics course exploring selected themes, current developments and emerging issues in health administration. Recent sections have focused on advanced computer application, quality assurance, death and dying, and program evaluation.

On Occasion, 3 credits

Public Administration Course Descriptions

PAD 602 Human Resource Administration in the Public Sector

This course is an exploration of the theories and practices of human resource administration in the public sector, including the merit system, civil service and unionism. Bureaucratic trends, personnel, recruitment, testing, and performance evaluation are discussed. Other topics include equal employment opportunity, employee rights and occupational safety.

Prerequisite: MPA 502

On Occasion, 3 credits

PAD 603 Fundamentals of Budgeting and Finance in the Public Sector

This course familiarizes the student with the principles of budgeting, accounting and auditing in the public sector. Topics include budgetary systems, methods, processes and cycles, preparation and justification of financial information.

Prerequisite: MPA 503

On Occasion, 3 credits

PAD 604 Administrative Responsibility and the Legal Environment in the Public Sector

This course considers the authority and procedures utilized by government agencies in the administration of public affairs. It includes the analysis of problems of accountability and the reconciliation of the administrative process with constitutional, statutory, and regulatory mandates.

Prerequisites: MPA 502, 503, 507

On Occasion, 3 credits

PAD 707-708 Thesis Research Consultation and Thesis

In the first semester, students complete the advanced study of the scientific method in the Public Administration discipline, together with the preparation of a master's thesis proposal, and an outline of the thesis. The second semester is devoted to the actual writing of the thesis.

Prerequisites: MPA 501, 502, 503, 504, 505, 506, 507

A student must have completed at least 36 credits to register for 707 and at least 42 credits to register for 708. 707 and 708 may NOT be taken together.

Every Semester, 3 credits

PAD 712 Environmental Law and Administration

This course is an analysis of federal, state and local government laws and regulations concerning the environment. Political and administrative problems concerning the implementation of such legislation, regulatory approaches, subsidies and other governmental alternatives are examined.

On Occasion, 3 credits

PAD 714 Seminar in the Politics of Environmental Control

This course is an investigation of problems in the politics of environmental control, including: air, water and noise pollution; regional planning; transportation; population growth; and conservation of natural resources. Field studies in this area are included. Students produce research papers on different aspects of the man-environment relationship.

On Occasion, 3 credits

PAD 715 Environmental Pollution

This course is a comprehensive review of the origin, detection and control of pollutants in the surface and ground waters, atmospheres and terrestrial environments. Auditory and visual pollution are included. Conventional and advanced technologies are covered for water supply and wastewater treatment, air pollution control, and solid waste management. Federal, state and local environmental standards are reviewed along with regulatory structures.

On Occasion, 3 credits

PAD 716 Coastal Zone Management

The course deals with the following: techniques for mapping coastal resources; wetland zoning problems; causes, consequences, and management of stormwaters and their runoffs; and erosion problems and their impact. Field work involves projects on such problems as Long Island coastal watershed mapping and the development of management guidelines; and the surveying of Long Island wetland resources and the preparation of management recommendations.

On Occasion, 3 credits

PAD 717 Environmental Impact Analysis

This course reviews federal and state laws specifying environmental impact statements, procedural elements and means of compliance. The techniques for the evaluation of primary and secondary impact on all components of the natural and human environments with methods for mitigating significant adverse impact are discussed. Environmental ecosystems, water and air quality, noise, esthetics, historic/archaeological considerations, transportation, population and land use, employment, etc. are covered.

On Occasion, 3 credits

PAD 725 Governmental Regulation of Land Use

This course examines various forms of governmental power (zoning, eminent domain, urban renewal) to regulate the use of land.

On Occasion, 3 credits

PAD 729 Environmental Planning

This is a survey course exploring the development, utilization and maintenance of natural and man-made resources. The planning function and its relationship to the environment are covered. Problems of air and water pollution, sewage, energy conservation and noise levels are examined as they relate to planning.

On Occasion, 3 credits

PAD 748 Managing Metropolitan Government

This course examines the politics of changing constituencies and their impact on community participation and city management. This course surveys the management and organization of American metropolitan areas.

On Occasion, 3 credits

PAD 780 Current Issues in Public Administration

This course is a special topic course exploring selected themes, current developments and emerging issues. Recent sections have focused on advanced computer application, quality circles, George Orwell and Sunset Legislation.

On Occasion, 3 credits

Nonprofit Management Course Descriptions

NPM 650 Introduction to Nonprofit Management

This course introduces students to nonprofit management beginning with the history of philanthropy and the emergence of the nonprofit sector. Classical organizational theory and principles as well as current management and supervision practices are applied to the structure, resources and mission of the nonprofit organization. Special attention is focused on strategic planning.

On Occasion, 3 credits

NPM 651 Fundraising and Development for Nonprofit Organizations

The course provides an overview of sources of funding for nonprofit organizations. It explains the fundraising manager's role in development planning and focuses on mechanisms for raising money, including donor profiles, foundation and corporate philanthropy, government grant and contract programs, special events, marketing and public relations functions, direct mail and membership campaigns, planned giving, major gifts and capital campaigns. Ethical and legal issues related to fundraising are also addressed.

On Occasion, 3 credits

NPM 652 Human Resource Management in Nonprofit Organizations

The course examines methods of recruiting, developing, supervising, motivating and recognizing volunteers and staff, maximizing staff-volunteer relations, and communicating the mission effectively

within the organization. HRM topics such as legal employment issues, recruiting and hiring practices, diversity in the workplace, compensation and benefits, performance appraisal, grievance mechanisms and discipline are also explored.

On Occasion, 3 credits

NPM 653 Financial Management in Nonprofit Organizations

This course addresses financial management concepts and techniques required for effective management of nonprofit organizations. Topics include nonprofit accounting, budget management, revenue forecasting, financial statements/reports, tax issues, grant compliance, internal expenditure control, audits, cash flow management, long-term planning, endowment management and capital financing.

On Occasion, 3 credits

NPM 654 Legal, Ethical and Governance Issues in Nonprofit Organizations

This course examines the laws affecting the establishment and operation of nonprofit organizations, including incorporation and tax-exempt status, general liability, regulatory compliance/reporting, and contracts. The course explores the roles, responsibilities, processes and powers of boards of directors including issues of board liability. The nonprofit agency's advocacy responsibilities and opportunities and ethical issues are examined and discussed.

On Occasion, 3 credits

NPM 707 Thesis Research Consultation

Students work with a faculty mentor to formulate a research questionnaire applied to nonprofit organizations or issues, review the relevant literature, and develop a methodology for collecting and analyzing data.

Prerequisites: MPA 501, 502, 503, 504, 505, 506, 507 and 36 credits completed. Every Semester, 3 credits

NPM 708 Thesis

Students continue their NPM 707 research projects by collecting and analyzing data, describing the results, interpreting and discussing the findings, and discussing relevant research and policy implications.

Prerequisites: MPA 501, 502, 503, 504, 505, 506, 507, NPM 707 and 42 credits completed.

Every Semester, 3 credits

Student Organizations

Pi Alpha Alpha

Pi Alpha Alpha is the National Honor Society for the field of public affairs and public administration. Only NASPAA accredited programs are eligible to establish a local chapter of Pi Alpha Alpha. The society sponsors events such as the distinguished speaker's series in Public Administration.

Sigma Phi Omega

Sigma Phi Omega, the national academic honor and professional society in Gerontology has been established with membership opened to qualified health and public administration faculty, students and alumni.

SCHOOL OF EDUCATION

The School of Education on the C.W. Post Campus has grown to offer one of the widest ranges of teacher-training and administration programs in the region. Seven departments – Counseling and Development, Communication Sciences and Disorders Curriculum and Instruction, Educational Leadership and Administration, Educational Technology, Health and Physical Education, Special Education and Literacy, and – offer a wide variety of degree programs leading to the Master of Science, the Master of Arts or the Master of Science in Education. In addition, the school offers graduate-level certificate programs.

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IMPORTANT NOTICE

The New York State Education Department has made very significant changes in the certification titles for teachers and in the requirements for educational programs that lead to teacher certification. For additional details about these programs, speak to a graduate advisor who will be able to direct students to the proper sequence of courses and provide them with the proper details of the program. Students are required to speak with an academic counselor as they progress through their course of study.

SCHOOL OF EDUCATION OVERVIEW

The School of Education at the C.W. Post Campus of Long Island University is located in, and serves the educational needs of, the largest metropolitan area of the nation. Thus, the School of Education reflects the dynamic character of urban and suburban life and concerns itself with the important role education plays in improving the quality of that life. Through programs of professional study, the School of Education prepares teachers, specialists and administrators who have commitment and competence to help young people achieve dignity, preserve individuality, develop democratic values and find self-fulfillment.

The School of Education is committed to providing professional experiences that are important aspects of programs of study for professional educators. These experiences bring the prospective teacher, specialist or administrator face-to-face with the realities of the classroom, the school and the community, as well as provide opportunities for participation in the study, research and analysis of contemporary education issues. In fulfilling this commitment, the resources of the School of Education are available not only to its students, but also to the professionals and school districts of the metropolitan region.

As society is altered by such factors as the knowledge explosion, technological advances and population growth, the purposes and processes of education have changed. The School of Education is aware of its responsibility to society in dealing with complex educational and social issues by providing leadership in curriculum innovation, experimentation and dissemination of information.

Academic Policy

Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university.

Admission to most programs requires a general undergraduate grade point average of 2.50 and a 2.75 average in the major area. Certain programs require higher minimum grade point averages. Grade point averages are computed on a 4.00 point scale. Application for admission to the program must be made through the Graduate Admissions Office. A student who possesses the necessary grade point average will be admitted to the program upon submission of two official transcripts. An applicant who does not meet the minimum required undergraduate grade point average may petition the Dean of the School of Education or a delegated representative. This petition must be accompanied by evidence of ability to succeed in graduate study. At the Dean's discretion, the Academic Standing Committee of the School of Education may be asked to review an individual student's application. If accepted, this student is enrolled as a limited matriculant.

For careers in Middle Childhood Education (5-9) or Adolescence *Education (7-12), (formerly Secondary Education), a concentration and distribution of studies deemed essential for effective performance as a teacher in a chosen field are also required. An adolescence or middle child education student will take at least six of his or her 18 semester hours before applying for degree candidacy in a subject-matter specialization.

Any student who does not wish to have credits applied toward a degree may enroll with non-matriculated status with departmental permission. Admission requirements are the same for matriculated and non-matriculated students.

**Not correct for the Pedagogy Adolescence Program*

Upon admission to the program, a graduate admissions officer will direct the accepted student to the appropriate chairperson or specialization coordinator. Each student is assigned an academic counselor and a faculty advisor who assists in the development of an initial plan of 12 to 18 hours of coursework. See department sections for specific admission requirements.

Admission prerequisites for an Advanced Certificate are as follows:

1. Students are required to have completed a master's degree in an appropriate field before admission to the Advanced Certificate program.
2. For the Advanced Certificate in School Administration programs, two letters of recommendation are required.
3. Students should consult with individual departmental academic counselors for specific requirements.

Academic Status

(A) Upon completion of 12 to 15 credit hours, a matriculated student must apply for Interim Assessment by submitting a form that is available from his or her faculty advisor or academic counselor.

Faculty from within the candidate's major will examine the Interim Assessment application, review his or her professional objectives, experiences and strengths, and recommend additional courses and experiences for program completion. During interim advisement, the faculty advisor and student will jointly develop a culminating plan that encompasses faculty recommendations and student preferences. If the Interim Assessment does not lead to a positive recommendation, the candidate may petition the Dean for reconsideration by the Academic Standing Committee.

The Interim Assessment application must be approved and a culminating plan developed before a matriculated student may enroll for courses beyond those included on his or her initial plan.

(B) Upon admission, a limited matriculated student meets with either the appropriate chairperson, coordinator or academic counselor who advises and assists him or her in developing a maximum 12-credit Plan of Study. Upon completion of 12 credit hours, the advisor and student develop a new Plan of Study.

The limited matriculated student may then enroll for additional courses. It is important to note that a random collection of elective credits does not constitute an acceptable program of study. A limited matriculated student who later requests matriculated status must obtain approval from the Dean of the School of Education or his delegated representative. No more than 18 hours may be transferred from limited matriculated to matriculated status.

Program Options for Master's Degree

Upon successful completion of Interim Assessment, the student, in consultation with his or her faculty advisor, is assigned one of the culminating options listed below. Departmental options vary. Specific department requirements are outlined in departmental sections. Each option provides the student the opportunity to satisfy student teaching requirements for certification.

A. Degree with a Thesis

Most programs require a minimum of 36 semester hours of coursework, including an additional three credits for completion of a satisfactory thesis. A Middle Childhood Education (5-9)/Adolescence Education (7-12) (formerly Secondary Education) degree candidate must take at least half of these hours in education, and the remaining in a discipline related to his or her field of teaching and approved by the appropriate department. Early Childhood (B-2) and Childhood (1-6) (formerly Elementary Education) students may take most of the work in education with electives appropriate to his or her background.

The thesis or project required in the graduate programs tests the candidate's ability to engage in original research, evaluate source materials, and communicate clearly and accurately. All thesis option students must take a required research methods course.

A candidate's thesis will be accepted for consideration only after successful Interim Assessment and completion of required courses and semester hours listed on his or her initial Plan of Study.

A master's degree candidate who chooses the thesis option will write his or her thesis under the direct supervision of a committee chairperson. Each candidate is encouraged to recommend a chairperson for the committee. The Dean, in consulta-

tion with the appropriate department chairperson, must approve the final choice.

The student must file the request for the appointment of a thesis chairperson with the School of Education Office at least 30 days before the time he or she registers for the thesis writing course. In preparing the thesis, the student must follow approved procedures and a specified manual of style.

Once the thesis receives faculty committee approval, the student must defend it through an oral examination. A student who elects the thesis option is exempt from a comprehensive examination.

B. Degree without a Thesis

Most programs call for a minimum of 36 semester hours of coursework. For Middle Childhood (5-9)/Adolescence Education (7-12) teachers (formerly Secondary Education), at least half of these hours must be taken in education, and the remaining in a discipline related to the student's field of teaching and approved by the appropriate department. For Early Childhood (B-2)/Childhood (1-6) teachers (formerly Elementary Education), most of the work may be in education with electives appropriate to the person's background or major interest. Non-thesis candidates must either pass the comprehensive examination described below, or an approved alternative (see each department for specifics).

**Comprehensive Examination

Each candidate who selects this option will undergo a written evaluation. Professors from within the candidate's major field develop the examination uniquely. The faculty reserves the right to require subsequent assessment of the candidate should it become necessary.

The student must submit his or her comprehensive examination application to the appropriate departmental office during the semester before, but no later than one month before, the administration of the examination. Middle Childhood or Adolescence Education students (formerly Secondary Education) majoring in Mathematics or English will also undergo an oral examination. Mathematics majors must register for the comprehensive examination at least three months before its administration. Students majoring in Social Studies Education (Middle Childhood or Adolescence) and Spanish Education

(Middle Childhood or Adolescence) will also be required to complete a comprehensive examination appropriate to the academic discipline. Eligibility for the comprehensive examination is contingent upon acceptance as a degree candidate. The student must also complete 30 appropriate semester hours of graduate study by the end of the semester in which he or she sits for the examination.

Communication Sciences and Disorders majors submit applications for the comprehensive examination to the department's office. The comprehensive examination is administered in two parts. Both parts must be taken in the semester the student is eligible for graduation.

**Except for Pedagogy Only Program*

***Students in curriculum and instruction who student teach do not take a comprehensive exam, They do a project A.K.A. a portfolio.*

New York State Teacher Certification

New York State requires teachers in public schools to be certified. The following are approved teacher certification programs:

- Early Childhood (B-2)
- Childhood (1-6)
- Adolescence Education (7-12)
- Academic Subjects
- Middle Childhood Education (5-9)
- Childhood/Special Ed (1-6)
- Childhood/Literacy (1-6)
- Special Education (B-6)
- Literacy (1-6)
- Music, Art, Physical Education, Health (all grades)
- TESOL
- Teacher of Students with Speech and Language Disorders

Those students who complete the above programs are entitled to apply for certification through the C.W. Post Certification Office; however, they must complete the entire program including student teaching or practica. All who apply for the first certificate, which is called the Initial Certificate, are required to take the New York State Teacher Certification Exams. These tests consist of the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and tests of content knowledge in the certificate area, Content Specialty Tests (CST).

After Initial Certificate holders have acquired three years of teaching experi-

ence and a master's degree, they will qualify for the Professional Certificate.

The C.W. Post School of Education is required to publish exam results annually. Pass rates for C.W. Post students taking the New York Teacher Certification Examinations in 2006-2007 are as follows: For the Assessment of Teaching Skills-Written (ATS-W), a total of 566 students took the test and 562 passed for a "pass rate" of 99 percent. The statewide pass rate is 99 percent. For the Liberal Arts and Sciences Test (LAST), a total of 563 students took the test and 550 passed for a "pass rate" of 98 percent. The statewide pass rate is 99 percent. The Total Summary Pass Rate for both tests is 93 percent. The statewide pass rate is 94 percent.

New York Teacher Certification Examinations

In addition to the above requirements, the following are additional requirements for initial certification.

Required Workshops

Child Abuse Identification Seminar
(Required – All Students)

All persons who apply for an initial (formerly provisional) or professional (formerly permanent) teaching certificate or license and all students in School Counseling and Mental Health Counseling Programs must complete a state-approved two-hour course in the identification and reporting of suspected child abuse. This requirement must be met by attending a specially scheduled, two-hour seminar.

Violence Prevention Workshop – Project SAVE

(Required of all students applying for state certification)

As of May 1, 2001, all persons who apply for any level of school certification must complete a two-hour, state-approved workshop on the warning signs, classroom management techniques, referral process, statutes and regulations regarding school violence prevention and intervention.

Fingerprinting

All candidates seeking New York State Certification must be fingerprinted and submit to criminal background checks. Instructions and materials will be available in the campus offices.

Phi Delta Kappa

The international professional fraternity in education, Phi Delta Kappa, originated in 1906. The Long Island University Chapter, Chapter 1524, was chartered on the C.W. Post Campus in 1986. The purpose of PDK is to promote quality education as essential to the development and maintenance of a democratic way of life. This is done through leadership, research and service. Active members are eligible to nominate candidates to membership.

Interim Assessment

(Required of all degree candidates)

To be considered for Interim Assessment the student must satisfy the following requirements:

1. Matriculant status (depending on program area)
2. Completion of 12-15 credit hours of graduate courses listed on the candidate's initial Plan of Study with at least a 3.00 grade index and a review with faculty advisor
3. Formal application for Interim Assessment filed in the Departmental Office
4. Recommendations of the faculty within the candidate's major. Faculty recommendation may be withheld if, in the faculty member's judgment, the candidate lacks moral, emotional, personality or intellectual qualities necessary to function at the professional level appropriate to the graduate program.

Unsatisfactory Grades

The average of grades attained in the approved program of study may be no less than B (equivalent to the quality point index of 3.00). A student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, requires formal action on the part of the appropriate department. Any such student may lose his or her matriculated status or be ineligible to continue in the graduate program. The Dean makes final disposition of such cases. Individual departments may impose stricter academic standards. This is especially true in cases involving a final grade of F. In no case may a student graduate with a cumulative grade point average below 3.00.

In the Department of Curriculum and instruction a student must have a 3.00 GPA to be allowed to student teach

COUNSELING AND DEVELOPMENT

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Degree Programs

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the Department of Counseling and Development:

- Mental Health Counseling – M.S.
 - School Counseling – M.S.
- The Department of Counseling and

Development continues to evaluate program and course content in order to be in the forefront of the profession and to provide the best and most competitive program available. Consequently, material contained in this section of the bulletin may no longer be reflective of the requirements of the specialization in which the student is interested.

Each student is required to check with the department's academic counselor at the time of admission to obtain current program requirements for his or her program of study.

The department prepares professional counselors and other personnel workers for a variety of positions, including:

- School counselor
- Mental health counselor
- Public or private agency counselor
- Supervisor or director of guidance and counseling

Liability Insurance

All students in the Department of Counseling and Development are required to obtain liability insurance at the onset of their program of study. While lawsuits against student-counselors are rare, any service offered by a professional counselor or a graduate student in training to become a professional counselor is open to a lawsuit. Liability insurance is available from the American Counseling Association (ACA) (1-800-545-2223), the American School Counseling Association (ASCA) (1-800-306-4722), other professional associations and private insurance companies. If taken with the professional associations, the actual insurance premium is inexpensive, but one must generally join the association in order to qualify for the insurance. The American Mental Health Counseling Association (AMHCA) (1-800-326-2642) and the New York Mental Health Counselors Association's endorsed insurance provider CPH (1-800-875-1911) allows graduate students to obtain insurance without joining. ACA offers reduced membership fees to graduate students and provides special reduced rates for insurance. A copy of the liability insurance agreement must be presented to the academic counselor at the initial and subsequent registration for courses each semester.

**Mental Health Counseling majors are required to carry health insurance when taking EDC 669, 683, 684, 685 and 686.*

Admission Procedures

To be considered for admission to the master's program, the candidate must:

1. Have a baccalaureate degree (or equivalent)
2. Have a general undergraduate grade point average of 3.00 or have successfully completed another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). A score of 4.5 on the writing assessment is required for those taking the GRE.
3. Submit two official transcripts from all post-secondary institutions previously attended
4. Submit two written recommendations from personal and/or professional references
5. Appear before a faculty member or panel, either individually or as a participant in a group situation, for assessment of interpersonal skills
6. Successfully complete a spontaneous writing assignment

Deadlines for receipt of complete applications for Department of Counseling and Development programs of study are as follows:

Summer Admission-April 30
Fall Admission-August 20
Spring Admission-January 10

National Certification in Professional Counseling

The National Board of Certified Counselors (NBCC) conducts a national examination for general and specialty certifications for qualified candidates in the field of professional counseling. Graduates from C.W. Post's program are eligible to take the National Certification Examination (NCE). Requirements are subject to change. For current information on specialty certifications, the applicant should contact the NBCC at (336) 547-0607.

Chi Sigma Iota

Chi Sigma Iota is the international honor society of counseling professionals and professionals-in-training dedicated

to excellence in scholarship, research and clinical practice. The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in counselor education and the practice of counseling. There are two chapters of Chi Sigma Iota; one at the C.W. Post Campus and one at the Brentwood Campus.

School Counselor – M.S.

A student seeking New York State Certification in school counseling should meet with his or her faculty advisor to plan the program of study. Because the State revises certification requirements from time to time, each student must obtain current information concerning regulations governing certificates by contacting the Director of Clinical Education and Professional Certifications in the School of Education.

For those completing the C.W. Post Campus program of study culminating with the master's degree and with two years of paid experience, permanent certification is granted by the New York State Education Department. Upon completion of the master's degree, the student may submit an application for New York State provisional certification to the Office of Clinical Education, School of Education, C.W. Post Campus. This office will submit the application to the New York State Education Department. As noted, provisional certification can become permanent with two years of experience.

The School Counselor program provides students with an opportunity to develop understanding and competencies appropriate to their concentration area. Each student, in consultation with the academic counselor, develops and follows a Plan of Study. Every term, the student also consults with an assigned faculty advisor for completion of the study plan and course selection. Each degree candidate will be required to complete 90 hours of practicum experience in a field setting (EDC 669) and 600 hours of internship experience (EDC 690 and EDC 691).

Program Requirements

I. Core Courses

Courses	Credits
EDC 600 Introduction to Professional Counseling	3
EDC 610 Behavior Dynamics Over the Life Span	3
EDC 613 Diversity and Socio-Cultural Issues in Counseling	3
EDC 615 Theories of Counseling	3
EDC 668 Counseling Pre-Practicum	3
EDC 687 Group Approaches: Theories and Practice	3
EDC 689 Group Counseling Lab	3
EDC 702 Research Methods in Counseling	3

II. School Counseling Specialty

Courses	Credits
EDC 614 Developmental Counseling with Children & Adolescents	3
EDC 669 Counseling Practicum	6
EDC 670 Educational Tests & Measurements	3
EDC 675 Career Education	3
EDC 690 School Counseling Internship I	3
EDC 691 School Counseling Internship II	3
EDC 659 Counseling for the College Admission and Selection Process	3

III. Culminating Experience

A. EDC 708 Thesis	3
or	
B. EDC 707 Degree Synthesis	

Program Total: 49-51 credits

Mental Health Counseling – M.S.

The sequence of studies in Mental Health Counseling leads to the Master of Science degree. The program is designed for agency counselors, mental health professionals, resource counselors, career counselors, and other non-school counselors in public or private agencies or outpatient clinics and other settings.

Program emphasis is on the integration of individual and group counseling theories and approaches with supervised practical experience in appropriate field settings. Individualized programs aim to contribute to significant enhancement of self-insight and to optimize professional knowledge and demonstrated competen-

cies. Each degree candidate will be required to complete 90 hours of Practicum Experience in a field setting (EDC 669) and 900 hours of internship experience (EDC 683, 684 and 685).

Program Requirements

I. Core Courses

Courses	Credits
EDC 600 Introduction to Professional Counseling	3
EDC 610 Behavior Dynamics Over the Life Span	3
EDC 613 Diversity and Socio-Cultural Issues in Counseling	3
EDC 615 Theories of Counseling	3
EDC 668 Counseling Pre-Practicum	3
EDC 687 Group Approaches: Theories and Practice	3
EDC 689 Group Counseling Lab	3
EDC 702 Research Methods in Counseling	3

II. Mental Health Counseling Courses

Courses	Credits
EDC 607 Introduction to Mental Health Counseling	3
EDC 608 Assessment and Intervention Strategies in Mental Health Counseling	3
EDC 616 Family Counseling	3
EDC 669 Counseling Practicum	6
EDC 683 Mental Health Counseling Internship I	3
EDC 684 Mental Health Counseling Internship II	3
EDC 660 Practicum in Psychological Testing for Counselors	3
EDC 676 Career Development	3
EDC 685 Mental Health Counseling Internship III	3
Elective	3
Elective	3

III. Culminating Experience

A. EDC 708 Thesis	1
or	
B. EDC 707 Degree Synthesis	

Program Total: 61-63 credits

Practicum and Internship Experience

Practicum and internship courses provide opportunities to conduct individual and group counseling in a mental health agency and to observe and participate in

the agency's activities. Students can also participate in on-going developmental guidance and counseling activities in schools, colleges, agencies and other settings. The internships are taken in the latter part of the program and careful attention must be paid to prerequisites, especially EDC 669, Counseling Practicum.

Applications must be filed in advance for all practicum and internship courses. The University Supervisor will not submit a grade until the student completes the required number of hours and his or her permission form is on file.

Practicum and Internship Experience
EDC 669 Counseling Practicum
EDC 683 Mental Health Counseling Internship I
EDC 684 Mental Health Counseling Internship II
EDC 685 Mental Health Counseling Internship III
EDC 690 School Counseling Internship I
EDC 691 School Counseling Internship II
Program Planning

In some cases, a student may satisfy requirements for two areas of specialization in order to expand employment opportunities. The student must carefully select electives and plan additional, specially approved internships. Dual emphasis generally requires considerably more than the minimal hours and courses required for a single specialization. A secondary specialty should follow completion of the student's original specialization.

The student must select one specialty of record to appear on his or her transcript.

Summer Institutes

The Department of Counseling and Development offers unique and timely one-week summer institutes and workshops especially designed to assist working professionals and enrolled graduate students in understanding new developments in the field of counseling.

Institutes and workshops change every year to reflect current relevant issues in the counseling profession. These 3-credit institutes may also be used for professional certification for school counselors in New York.

For further information, contact the Department of Counseling and Development at (516) 299-2814/2815.

Counseling and Development Course Descriptions

EDC 600 Introduction to Professional Counseling

This is the basic course for counseling in schools, colleges and mental health agencies and explains the role of the professional counselor. The course focuses on the student as a person and as a potential counselor. The changing world of the counselor is also the world of the developing client. Forces contributing to the variable, emerging culture of values, societal norms and individual choices are examined in relation to the developmental world of young persons and adults and to the practices, philosophies, and principles of the institutions with which counselors are associated.

Every Semester, 3 credits

EDC 601 Introduction to Mental Health Counseling

To be taken as the first course in the Mental Health Counseling specialization, within the student's first 15 semester hours of work. This course is an introduction to preventive education and counseling for mental and emotional health as uniquely available in mental health centers. The course prepares students to work on counseling teams and enrichment programs, to handle referral procedures, community relations and teamwork, and to deal with mental health problems in terms of their etiology and the innovations in the field.

Fall and Spring, 3 credits

EDC 608 Assessment and Intervention Strategies in Mental Health Counseling

This course is a weekly seminar focused on, but not limited to, the following: the etiology, diagnosis, treatment, referral and prevention of disorders; psychological assessment, case conceptualization, psychopathology, utilization of current diagnostic tools, including the DMS-IV; use and limitations of psychopharmacological medications; guidelines for conducting intake, mental status, biophysical and mental health interviews; and consultation theory and practice.

*Prerequisites: EDC 610, EDC 615
Fall, 3 credits*

EDC 610 Behavior Dynamics Over the Life Span

This course provides for the study of the dynamics of human behavior over the life span. This course covers healthy adjustment versus maladjustment at each stage of life. The major models describing human behavior and the causes of mental illness are described. The classifications of mental illness and adjustment disorders according to the DSM-IV are discussed and illustrated.

Every Semester, 3 credits

EDC 613 Diversity and Socio-Cultural Issues in Counseling

Major 21st century contributions of sociology and anthropology are examined with a view to understanding the role of socio-cultural factors in human development and behavior. This course also examines the impact of the socio-cultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues.

Every Semester, 3 credits

EDC 614 Developmental Counseling with Children and Adolescents

This course focuses on understanding the principles and rationale of developmental counseling with children from a multicultural perspective. Students become familiar with the primary functions of the developmental counselor: counseling, consulting, coordinating, assessment and advocacy. Students will be made aware of the kits, games, audiovisual material, and special programs used by the developmental counselor. In addition to an overview of developmental stages and developmental tasks which children face, the course includes exploration and experimentation with various and unique methods used in developmental counseling. Students observe and interact with an individual child/adolescent from a developmental perspective.

Prerequisite: EDC 600

Fall and Spring, 3 credits

EDC 615 Theories of Counseling

This is a basic course in counseling theories and techniques and their application within a multicultural and diverse society. Students gain an understanding of the major theories of counseling and psychotherapy (e.g., psychoanalytic, existential, person-centered, gestalt, reality, behavioral, cognitive-behavioral and family systems, etc.). In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy.

Prerequisites or Corequisites: EDC 600 or 601 and 610

Every Semester, 3 credits

EDC 616 Family Counseling

This course offers a consideration of theories, practices and related activities with couples, parents and/or other related adults and children. Included in the course is a survey of some major trends and problems associated with individual adjustments, adaptations and other reactions within family and social settings.

Prerequisite: EDC 615

Every Semester, 3 credits

EDC 617 Principles of Couple Counseling

A study of the theoretical and practical aspects of couple counseling from initial referral to termination. The difference between this form and individual, group or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals.

Prerequisite: EDC 615

3 credits

EDC 618 Counseling Practicum

This is a basic counseling laboratory course which provides a supervised beginning level and a practical counseling experience in the college, school or agency setting through successful completion of audio taped sessions with at least three clients. Weekly seminars in which student interviews and analyses are evaluated is required. Demonstration tapes, readings and faculty conferences are used. Students are responsible for obtaining counselees with advisement and approval of instructor. The course must be completed with grade of B or better to qualify for application toward a degree.

Prerequisites: EDC 600, 610, 615

Every Semester, 4 credits, West Point Only

EDC 652 Counselor's Approach to Human Sexuality

A study of human sexuality from its normal manifestations and development to its dysfunctions. The student will be guided to examine his/her own attitudes and values in this area and to learn counseling approaches to problems and questions related to sexuality.

Fall, 3 credits

EDC 654 The Counselor Examines Alcoholism

Alcoholism, as a behavioral psychological problem, is analyzed to enable the counselor to integrate current theories on this condition into his/her work. Approaches to the treatment will be evaluated and varied techniques will be studied.

Fall, 3 credits

EDC 657 Counseling Families of Alcoholics

Consideration of theories, practices, problems and trends as they relate to counseling the family affected by alcoholism. Sessions will include lectures, films and roleplaying to explore the kinds of problems present and the different approaches to counseling these families.

Spring, 3 credits

EDC 659 Counseling for the College Admission and Selection Process

This course is designed to provide systematic training in counseling for the college admission and selection process. Graduate students and those who are already in the field are introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult. The course consists of lectures, presentations, cooperative and group learning activities, video viewings, class discussions and hands-on types of activities designed to enhance knowledge of the college admission and selection process. College admission personnel and school counselors are invited as guest presenters.

Fall and Spring, 3 credits

EDC 660 Practicum in Psychological Testing for Counselors

This course is laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues and implementation factors related to administration, scoring, recording and interpretations of aptitude and intelligence tests, as well as interest and personality inventories.

Prerequisite: EDC 600

Spring, 3 credits

EDC 668 Counseling Pre-Practicum

This is the basic counseling laboratory course designed to provide supervised practical counseling experience from a life span and a multicultural perspective that can be applied in the school or agency. Students learn the basics in terms of the active listening skills and the use of appropriate counseling techniques through role-play and other activities. Students must have three to five actual tape-recorded role playing sessions with another student in the course who will act as the client; the professor may give permission for students to work with a client who is not a member of the class. Interview summaries, detailed analyses and other relevant counseling

experiences are part of the course.

Orientation to the role of the professional counselor and ethical concerns are discussed.

Prerequisites or Corequisites: EDC 600, 610, 615

Fall and Spring, 3 credits

EDC 669 Counseling Practicum

This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multicultural perspective through successful completion of 100 hours of which: 60 hours of observation, interaction, and supervision at a school or mental health agency site; 30 hours of direct service via individual and group counseling to clients at that site; and 10 hours off site with clients who will be audio-taped. The purpose of the 60 hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs. Interview summaries, detailed analyses and other relevant counseling experiences are a part of this course. Again, it must be emphasized that practicum students in 669 must provide 40 hours of direct service to clients of which 30 hours take place at a school or agency site and 10 hours are provided to non-site clients. With on-site clients, practicum students are to document and describe each individual and group counseling experience, which are to be shared with the site supervisor and reflected in the logs given to the University professor. These clients are supervised by and remain the primary responsibility of the site supervisor. The remaining ten hours with non-site clients are audio-recorded and shared only with the University professor and the other students in EDC 669. Practicum students meet in group seminar with the University professor every week. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student's understanding and competencies begun in EDC 668, Counseling Pre-Practicum.

This course must be completed prior to taking EDC 683 or EDC 690.

Prerequisite: EDC 668;

Prerequisite or Corequisite: EDC 687

Fall and Spring, 6 credits

EDC 670 Educational Tests and Measurements

This is a survey course in the principles and practices of testing and assessment used in schools. After a quick look at the concepts of educational statistics and the underlying mathematical basis of stan-

standardized tests, the student will examine the most widely used tests and assessments that he/she will be expected to know and understand in the K-12 setting: achievement tests, interest inventories, aptitude and intelligence measures. In addition, time will be devoted to the New York State Learning Standards and the assessments which will accompany the higher graduation requirements.
Every Semester, 3 credits

EDC 675 Career Education

This course is designed to provide an overview of the field of career education, the groundwork of career development, and their various applications and possibilities. Emphasis is placed on the student's understanding of current career development theories, consideration and evaluation of resources used in counseling (career, educational, and personal/social), and sources from which these are available. Technological and other trends as they relate to the counselor are reviewed. Multicultural and global perspectives are considered; issues revolving around gender and persons with disabilities are discussed.
Every Semester, 3 credits

EDC 676 Career Development

This course is an in-depth study of theories and emerging patterns in career development counseling. Attention is given to psychological, sociological, economic and educational dynamics. Emphasis is placed on practical counseling techniques at the various stages of development, and on the effect that career choices, problems and solutions have on members of the family system. Data from sociology and anthropology is used to understand psychological issues of career and employment as they make an impact on the family.
Every Semester, 3 credits

EDC 683 Mental Health Counseling Internship I

This course is designed for students in the mental health counseling specialization. It is taken in the latter part of the graduate program after they have taken considerable theory and course work in the counseling process and its application within a mental health setting. The student is required to attend seminar meetings and to prepare weekly logs directed toward observation, insight and evaluation of activities in the field setting. Related professional readings and development of an action research design are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff

meetings and meet with a field supervisor for evaluation. A minimum 300 hours in a mental health counseling setting, acceptable to the department is required. Health insurance is required for all Mental Health Counseling students. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement.
Prerequisite: EDC 669

Fall, Spring and Summer, 3 credits

EDC 684 Mental Health Counseling Internship II

This course consists of a supervised experience involving 300 hours in an approved mental health counseling setting. Course content and time requirements are the same as for EDC 683. Health insurance is required for Mental Health Counseling students. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement.
Prerequisite: EDC 683

Fall, Spring and Summer, 3 credits

EDC 685 Mental Health Counseling Internship III

This course consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings and an action research project are required. The student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. Health insurance is required for Mental Health Counseling students. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement.
Prerequisite: EDC 684

Fall, Spring and Summer, 3 credits

EDC 686 Mental Health Counseling Internship IV

This course is a continuation of the advanced internship placement and seminar experience for Mental Health Counseling students. Health insurance is required for Mental Health Counseling students. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement.
Prerequisite: EDC 685

Fall, Spring and Summer, 3 credits

EDC 687 Group Approaches: Theories and Practice

This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical orientations on groups will be explored.
Fall, 3 credits

EDC 688 Group Counseling

Laboratory

This course entails supervised professional-level, practical group counseling experiences and the counseling of own groups and an analysis/evaluation of work. Weekly seminars, demonstration groups and tapes, readings and faculty conferences are used.
Prerequisite: EDC 687
Every Semester, 4 credits, West Point Only
Pass/Fail Only

EDC 689 Group Counseling

Laboratory

This course requires student demonstration of accepted and appropriate practice and procedure in supervised professional group counseling methods and experiences. The course presumes familiarity and understanding of the dynamics of therapeutic forces within a counseling group, the ability to assist in self-awareness and discovery, and the competence to facilitate change. Although theory will be reviewed, it is the practice in effective group counseling leadership that will be the focus and goal of this course. Professional reading, viewing of group counseling videotapes, and analysis and evaluation of group sessions are used. Students will lead a minimum of two, but preferably three group sessions.
Prerequisite: EDC 687
Every Semester, 3 credits
Pass/Fail Only

EDC 690 School Counseling Internship I

This course is designed for students in the school counseling specialization. It is taken in the latter part of the graduate program after they have taken considerable theory and coursework in the counseling process and its application within



a school setting. The student is required to attend weekly seminar meetings, and to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings and development of an action or research project are also required. The student is expected to develop a caseload, participate in group work, attend staff meetings, and meet with a field supervisor for evaluation. A minimum of 300 hours in a school setting, acceptable to the department is required. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement.

Prerequisite: EDC 669
Fall and Spring, 3 credits

EDC 691 School Counseling Internship II

This course consists of a supervised experience involving 300 hours in a school setting. Course content and time requirements are the same as for EDC 691. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement.

Prerequisite: EDC 690
Fall and Spring, 3 credits

EDC 701 Counseling Supervision

This course is designed to systematically train experienced professional counselors in counselor supervision. Both didactic

and experiential instruction are included. Self-awareness, theoretical and conceptual knowledge, and skill acquisition are stressed. Supervision trainees are required to apply theory to actual practice through weekly face to face, hour-long, individual supervision of graduate students enrolled in EDC 669 Counseling Practicum. Department faculty members, in turn, oversee trainee supervision of 669 practicum students.
Prerequisite: Master's degree in Counseling or its equivalent
Fall and Spring, 3 credits

EDC 702 Research Methods in Counseling

This is a course in the understanding of the use, process and applications of research findings in counseling. Students will examine recent research studies, explore topics of particular interest to them, and prepare a draft research proposal on an issue of their choosing. This course is project-based, relevant and practical.

Every Semester, 3 credits

EDC 707 Degree Synthesis

This course provides the student the opportunity to review and integrate materials covered in the mental health and school counseling programs. The student is expected to demonstrate an understanding of the theory and application of learning in a work setting, whether school or mental health agency. Students will be required to take the Counselor Preparation Comprehensive Examination (CPCE) prior to the begin-

ning of the Degree Synthesis course. The examination is administered and scored by the Center for Credentialing and Education (CCE) and requires a \$40.00 examination fee. The results of the CPCE will provide students with an assessment of their relative mastery of the eight core curriculum areas stipulated by CACREP. Students are encouraged to use the results of the CPCE to address areas of relative weakness and use the data as a focus for the selection of topics for class presentations. Additionally, each student is expected to demonstrate ability in both written and oral communication in the manner of group discussion, listening, asking pertinent questions, and explaining information adequately to the professor and student colleagues.

Pass/Fail

Fall and Spring, 1 credit

EDC 708 Thesis Seminar

This seminar is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of approved faculty. Registration must be approved by the department chair or designated representative. Student must have received a grade of A in EDC 702.

Prerequisite: EDC 702

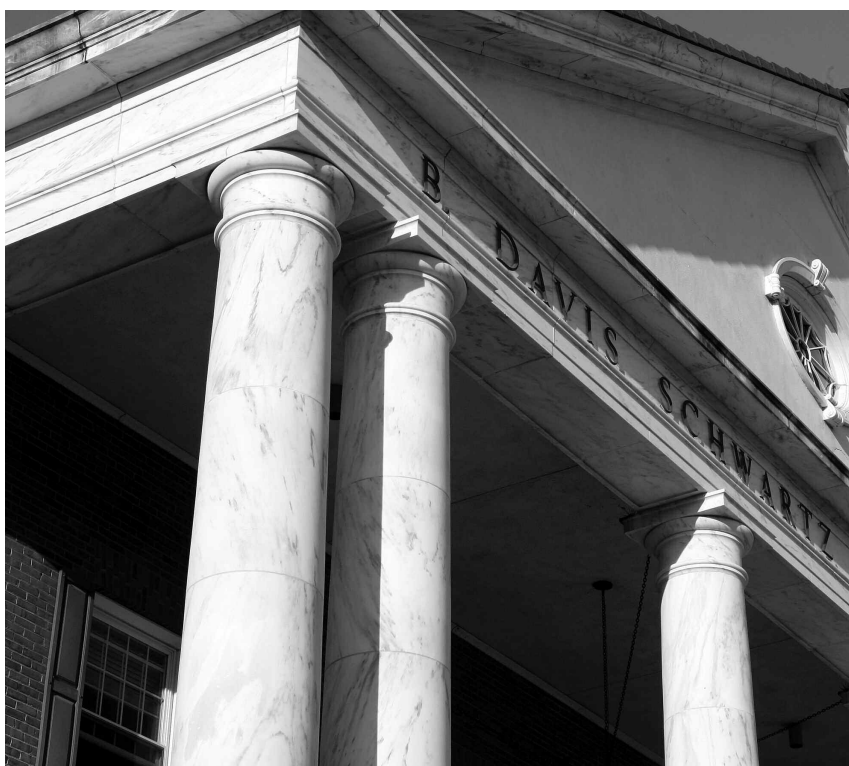
Every Semester, 3 credits

EDC 700 Independent Study

Offered on rotation

Independent study involves in-depth development of a project idea as an area of study in a previous course. Permission to take this course is based on the merit of the proposed study and the needs and background of the student. Permission requires the signature of the faculty member sponsoring the study, the Department Chair and the Dean of the School of Education at C.W. Post Campus. Independent Study is not allowed in place of a course offered as part of the program. Hours are arranged.

Every Semester, 1, 2 or 3 credits



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The Department of Curriculum and Instruction continuously seeks to develop innovative courses, programs and experiences that foster professional growth for educators. Our current Professional Plan for Graduate Teacher Education, filed with the New York State Education Department, brings about some anticipated modifications of the courses and programs listed below. Each graduate student should consult with his or her faculty advisor each semester and carefully review any bulletin addenda set forth in subsequent publications.

Degree Programs

Department of Curriculum and Instruction Graduate Programs

Art Education* (B-12) M.S.
Biology: Middle Childhood Education* (5-9) M.S.
Biology: Adolescence Education* (7-12) M.S.
Childhood Education (1-6) M.S.
Childhood Education/Special Education* (1-6) (M.S., Dual Certification)
Childhood Education/Literacy* (B-6) (M.S., Dual Certification)
Early Childhood Education (B-2) M.S.
Earth Science: Middle Childhood Education* (5-9) M.S.

Earth Science: Adolescence Education* (7-12) M.S.
English: Middle Childhood Education* (5-9) M.S.
English: Adolescence Education* (7-12) M.S.
Mathematics: Middle Childhood Education* (5-9) M.S.
Mathematics: Adolescence Education* (7-12) M.S.
Music Education* (B-12) M.S.
Social Studies: Middle Childhood Education* (5-9) M.S.
Social Studies: Adolescence Education* (7-12) M.S.
Spanish: Middle Childhood Education* (5-9) M.S.
Spanish: Adolescence Education* (7-12) M.S.
Teaching English to Speakers of Other Languages M.A.
*Adolescence Education (7-12) total Credit hours 45-47 M.S.

Pedagogy Only Adolescence Education** (7-12) M.S.

** For all of the adolescence education programs, qualified students can just take the education only adolescence program which is 33 credits.

*Programs offered in conjunction with relevant departments in other C.W. Post schools. Students must consult with both Education and other appropriate department advisors.

Admission Procedures

The admissions procedures for the Department of Curriculum and Instruction are the same as those outlined in the School of Education Admission Requirements section of this bulletin. A student who does not meet the minimum grade point average may be accepted on a limited matriculation basis. A student interested in the Middle Childhood and Adolescence Education disciplines must satisfy admission requirements for both the appropriate department (Biology, Earth Science, English, Mathematics, Social Studies or Spanish) and the Department of Curriculum and Instruction. Students entering dual certification programs must be admitted by both departments: Curriculum and

Instruction and Special Education and Literacy. Students entering Art Education or Music Education must satisfy admission requirements of both the Art or Music Department and Curriculum and Instruction.

Graduate Admissions Policy

Early Childhood and Childhood Education

A candidate for admission to the Master of Science in Childhood or Early Childhood Education must have a baccalaureate degree from an accredited institution of higher education. Undergraduate preparation must include a concentration in one of the liberal arts and sciences and college-level work in English, mathematics, science, social studies and a language other than English. An applicant who completes an undergraduate degree in a major other than education or the liberal arts may be admitted as a fully matriculated graduate student. His or her major must be considered appropriate and of sufficient breadth and depth for continued graduate study. These majors may include, but are not limited to, fine arts, accounting, business, communications, engineering and the health sciences. Undergraduate preparation must include at least one semester of college-level study in a language other than English.

Adolescence and Middle Childhood

A candidate for admission to the Master of Science in any of the Adolescence (Grade 7-12) and Middle Childhood (Grade 5-9) degree programs must have a baccalaureate degree from an accredited institution of higher education. Admission as a fully matriculated student requires that his or her undergraduate preparation includes a minimum of 12 credits in the appropriate subject field and at least one semester of college-level study in a language other than English. To qualify for student teaching, the degree candidate is required to complete 30 credits in his or her major field(s) and 18 credits in education courses as outlined in the Plan of Study plus required student teaching.

Exceptions

Should a student decide to apply for New York State Certification independently, it will be his or her responsibility to satisfy certification requirements in effect at that time and request from the department a waiver of student teaching.

Student Teaching

Each candidate for student teaching is required to attend an application seminar before October 1 for placement in the following Spring or before April 1 for placement in the following Fall Semester. He or she must have completed the appropriate departmental prerequisites for student teaching. Student teaching is a full-time endeavor. Therefore, the student should not register for any additional courses during his or her clinical experience semester. All student teachers must spend full days at an assigned school during the entire Fall or the entire Spring semester. Students must have at least 100 hours of field placement prior to student teaching – 150 for dual programs.

Applications for student teaching are submitted to the Office of Clinical Education. All student teachers must register for EDI 709 (Supervised Student Teaching Childhood Education, 6 credits) or EDI 710 (Supervised Student Teaching Childhood/Special Education or Childhood/Literacy, 6 credits) or EDI 711 (Supervised Student Teaching Middle Childhood Education, 6 credits) or EDI 712 (Supervised Student Teaching in the Secondary Schools, 6 credits) or EDI 713 (Supervised Student Teaching Early Childhood Education, 6 credits).

Secondary Education**Core B**

Core B is for Provisional Certified students who are not seeking additional certification, but wish to make their provisional certification permanent.

Required Courses (18 credits)

Courses	Credits
EDI 603 Advanced Topics in the Psychology of Teaching	3
EDI 606 Contemporary Issues in American Education	3
EDI 642 Contemporary Philosophies of Education	3

EDI 643 Cultural Diversity	3
EDI 677 Curriculum Development for Teachers	3
EDI 700 Introduction to Educational Research	3
Education Elective	3

Academic Field Concentration (18 credits)

Choose from one of the following concentrations: Biology, Earth Science, English, Mathematics, Social Studies or Spanish. Details are available by contacting the academic counselor in the specific area of interest.

Degree Options

- A. Thesis (EDI 705 Thesis Seminar) 3
or
B. Comprehensive Examination
Program Total: 36-39 credits depending on selected degree option

Master of Science in Early Childhood Education Leading to NYS Initial Certification in Birth-Grade 2

Core Courses (12 credits)

EDI 600 Psychological and Developmental Foundations of Education
EDI 601 Social Foundations of Education
EDI 604 Child Development: Birth to Grade 2
EDI 643 Race, Class and Gender: Teaching Diverse Populations

Co-Related Content (6 credits)

EDS 605 Beginning Reading and Writing: Emergent Literacy
EDS 610 Literacy Teaching and Learning: Birth to Grade 6

Pedagogical Core (15 credits)

EDI 639 Play in the Curriculum
EDI 615 Early Childhood Curriculum: Birth to Preschool
EDI 616 Early Childhood Curriculum: Kindergarten to Grade 2
EDI 618 Creative Expression for Early Childhood
EDI 625 Observation and Assessment in Early Childhood
EDI 713 Student Teaching and Seminar in

Early Childhood Education (6 credits)
HE 205A Health and Substance Abuse Seminar
Culminating Experience (0-3 credits, required)
Choose from EDI 705-Thesis seminar (3 credits)
Comprehensive Final Exam (0 credits)
Final Project (0 credits)
39-42 Credit Total

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- LAST
- ATS-W
- Content Specialty Test (CST)

Master of Science in Childhood Education Leading to NYS Initial Certification in Grades 1-6

Core/Pre-Requisite Courses (15 credits)

EDI 600 Psychological and Developmental Foundations of Education
EDI 601 Social Foundations of Education
EDI 643 Issues of Race, Class and Gender: Teaching Diverse Populations
EDI 677 Curriculum and Assessment for Classroom Teachers
*EDI 700 Introduction to Educational Research
* Student must have 9 credits before registering for EDI 700I

Co-Related Core Requirements (9 credits)

EDS 610 Literacy Teaching and Learning: Grades Birth-6
EDS 611 Literacy Assessment and Instruction for Diverse Populations: Birth to Grade 6
EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology & Inclusion)

Pedagogical Core (9 credits)

EDI 612 Teaching Social Studies in Grades 1-6
EDI 613 Teaching Mathematics in Grades 1-6
EDI 614 Teaching Science in Grades 1-6

Student Teaching

EDI 709 Supervised Student Teaching and Seminar for Grades 1-6 (6 credits)
 EDI 712 Student Teaching and Seminar (6 credits)
 EDI 709 Supervised Student Teaching and Seminar for Grades 1-6 (6 credits)
 HE 205A Health and Substance Abuse Seminar (0 credits)

Culminating Experience (0-3 credits)

Comprehensive Exam or Final Project or
 EDI 705 – Thesis = 3 credits
 39-42 credits Total

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- LAST
- ATS-W
- Content Specialty Test (CST)

Master of Science in Adolescence Education Grades 7-12

45-47 credits

Core Courses (12 credits)

EDI 551 Psychology of the Adolescent Student
 EDI 555 Social and Organizational Foundations of Middle and High Schools
 EDI 556 Communicating Effectively with Focus on the Adolescence Child (9-12)

*EDI 700 Introduction to Educational Research: The Teacher as Researcher

Methods and Materials (9 credits)

EDS 641 Literacy in the Content Area (5-12)
 EDI 610 Curriculum and Teaching in Middle and High Schools
 EDI 654-660 (3 credits) Advanced Curriculum and Teaching in Major Content Area; (i.e., Biology, Earth Science, English, Mathematics, Social Studies or Spanish)

Student Teaching

EDI 712 Student Teaching and Seminar (6 credits)

Culminating Experience: (0-3 credits)

Comprehensive Exam or Final Project or
 EDI 705 – Thesis = 3 credits
 18 credits in content area

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- LAST
- ATS-W
- Content Specialty Test (CST)

All students in Middle Childhood and Adolescence Education Programs must take three credits of Literacy as part of their Education Curriculum and three credits of Literacy through their Liberal Arts and Sciences major.

Note: Students who have not completed at least 30 credits in the subject area in which they teach must complete these credits prior to graduation in order to be recommended for initial certification as a Middle School (Specialist) or Adolescence Education teacher.

New York State Certification to teach Grades 7-12 is offered in the following areas: Biology, Earth Science, English, Mathematics, Spanish and Social Studies.

Master of Science in Adolescence Education Grades 7-12 Pedagogy Only

Core Courses (21 Credits)

EDI 551 Psychology of the Adolescent Student
 EDI 555 Social & Organizational Foundations of High School
 EDS 612 Literacy Teaching & Learning (5-12)
 EDS 641 Literacy in Content Area (5-12)
 EDI 646 Education for Cultural Diversity
 EDI 677 Curriculum & Assessment for Classroom Teachers
 EDI 700 Introduction to Educational Research

Methods and Materials (6 credits)

EDI 610 Curriculum 7 Teaching in Middle & High Schools General

Methods of Teaching
 EDI 658 or 659 Methods of Teaching in Specific areas (English or Math)

Student Teaching

EDI 712 Supervised Student Teaching & Seminar (6 credits)
 EDI 654-660 Advanced Curriculum and Teaching in (Major Content Area; i.e., Biology, Earth Science, English, Mathematics, Spanish and Social Studies)

Culminating Experience (0-3 credits)

Comprehensive Exam or Final Project of
 EDI 705 – Thesis = 3 credits

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- LAST
- ATS-W
- Content Specialty Test (CST)
- Mandatory Passing for CST before Student Teaching

Master of Science in Middle Childhood Education Grades 5-9

Core Courses (12 credits)

EDI 550 Psychology of the Early Adolescent Student
 EDI 554 Social and Organizational Foundations of Middle and High Schools
 EDI 557 Communicating Effectively with Focus on the Middle School Child (5-9)

*EDI 700 Introduction to Educational Research: The Teacher as Researcher

Methods and Materials (9 credits)

EDS 641 Literacy in the Content Area (5-12)
 EDI 610 Curriculum and Teaching in Middle and High Schools
 EDI 654-660 Advanced Curriculum and Teaching in (Major Content Area; i.e., Biology, Earth Science, English, Mathematics, Spanish and Social Studies)

Student Teaching

EDI 711 Student Teaching and Seminar in Middle Childhood Education (6 credits)

Culminating Experience: (0-3 credits)

Comprehensive Exam or Final Project or EDI 905 – Thesis = 3 credits

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- LAST
- ATSW
- Content Specialty Test (CST)

All students in Middle Childhood and Adolescence Education Programs must take three credits of Literacy as part of their Education Curriculum and three credits of Literacy through their Liberal Arts and Sciences major.

Note: Students who have not completed at least 30 credits in the subject area in which they teach must complete these credits prior to graduation in order to be recommended for initial certification as a Middle School (Specialist) or Adolescence Education teacher.

Leads to Middle Child Specialist Certification

New York State Certification to teach grades 5-9 is offered in the following areas: Biology, Earth Science, English, Mathematics, Spanish and Social Studies.

Dual Certificate Master of Science in Childhood/Literacy Leading to NYS Initial Certification

Courses offered by Curriculum and Instruction in 48-credit program

Courses	Credits
EDI 600 Psychological Foundations of Education	3
EDI 601 Social Foundations of American Education	3
EDI 612 Teaching Social Studies in School Grades 1-6	3
EDI 613 Teaching Mathematics in School Grades 1-6	3

EDI 614 Teaching Science in School Grades 1-6	3
EDI 677 Curriculum and Assessment for the Classroom Teachers	3
EDI 710 Supervised Student Teaching and Seminar in Grades 1-6	3
Sub Total credits	21

Courses offered by Special Education & Literacy in 48-credit program

Courses	Credits
EDS 600 Introduction to the Study of the Exceptional Child	3
EDS 610 Literacy Teaching and Learning: Birth-Grade 6	3
EDS 619 Literacy Through Literature Across the Curriculum: Birth-Grade 6	3
EDS 622 Contemporary Issues in Literacy Research	3
EDS 640 Literacy in the Content Areas: Birth-Grade 6	3
EDS 642 Literacy/Language Arts Instructions: Birth-Grade 6	3
EDS 615 Practicum I. Literacy Assessment and Intervention: Birth-Grade 6	3
EDS 616 Practicum II. Overcoming Literacy Difficulties: Birth-Grade 6 (Supervised Clinic)	3
HE 205A Health and Substance Abuse Seminar	0
EDS 703 Practicum III. Overcoming Literacy Difficulties: Birth-Grade 6 (Supervised Clinic)	3
Sub Total	27
Total Credits	48

Culminating Experience (0-3 credits)

Comprehensive Exam or Final Project or EDI 705 – Thesis = 3 credits
For Curriculum and Instruction ONLY

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- LAST
- ATSW
- Content Specialty Test (CST) Multi-subject and Literacy

Dual Certificate Master of Science in Childhood Education/ Special Education Leading to NYS Initial Certification

Courses offered by Curriculum and Instruction in proposed 48-credit program

Courses	Credits
EDI 600 Psychological Foundations of Education	3
EDI 601 Social Foundations of American Education	3
EDI 612 Teaching Social Studies in School Grades 1-6	3
EDI 613 Teaching Mathematics in School Grades 1-6	3
EDI 614 Teaching Science in School Grades 1-6	3
EDI 677 Curriculum and Assessment for the Classroom Teachers	3
EDI 710 Supervised Student Teaching and Seminar in Grades 1-6	3
Sub Total credits	21

Courses offered by Special Education and Literacy in 48-credit program

EDS 600 Introduction to the Study of the Exceptional Child	3
EDS 610 Literacy Teaching and Learning: Birth-Grade 6	3
EDS 617 Literacy for Children with Disabilities	3
EDS 630 The Assessment and Instruction of Students with Mild Disabilities	3
EDS 631 The Assessment and Instruction of Students with Severe Disabilities	3
EDS 632 The Assessment, Instruction and Classroom Management for Children with Emotional and Behavior Problems	3
EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3
EDS 713 Supervised Student Teaching in Special Education	3
HE 205A Health and Substance Abuse Seminar	0
EDS 624 Contemporary Issues and Research in Special Education/Culminating Experience	3
Sub Total Credits	27
Total Credits	48
CASE Students: 51 credits	

SPE 681 Communication Development and Language Disorders in Children with Autism (This course will take the place of Accommodating Learners with Special Needs in Inclusive Settings) 3

*EDS 625 Contemporary Issues and Research in Special Education
EDS 629 Curriculum based

Assessment/Instruction STD severe disabilities-Autism (This course takes the place of EDS 631 Curriculum based Assessment and Instruction of Students with severe disabilities).

*EDS 635 Behavior Management for Children with Autism and Developmental Disabilities (This course takes the place of The Assessment, Instruction and Classroom Management for Children with Emotional & Behavior Problems) 3

EDS 712 Supervised Student Teaching in Special Education

EDS 750 Institute: Diagnosis/Treatment of Autism

*BCBA National Association Certified

Culminating Experience (0-3 credits)

Comprehensive Exam or Final Project or
EDI 705 – Thesis = 3 credits

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- Content Specialty Test (CST) must take Multi-subject and Special Education CST
- LAST
- ATSW

Master of Arts in TESOL (Teaching English to Speakers of Other Languages)

Program Goals

The Master of Arts in Teaching English to Speakers of Other Languages degree program:

1. Trains English as a Second Language teachers who demonstrate competence as teachers of linguistically and culturally different children
2. Provides a TESOL specialization program which takes into consideration the special needs of a multilingual/ multicultural suburban school district
3. Provides courses required for New York State Certification

4. Provides advanced training for experienced TESOL teachers and for supervisors and administrators who want to gain a greater understanding of and appreciation for the programs they supervise
5. Provides students who have not had practical teaching experience with fundamental TESOL skills
6. Provides professional enrichment opportunities for field experienced TESOL teachers

Entrance Requirements

Any candidate for admission to this degree program must satisfy entrance requirements as outlined in the School of Education Admission Requirements section of this bulletin. In addition, he or she must:

1. Demonstrate language proficiency in English through a written and oral examination administered as part of the NYSTCE
2. This program and New York State require 12 semester hours of a foreign language.

Further information is available by contacting the Director of Bilingual/TESOL Programs.

Core Courses (12 credits)

EDI 600 Psychological and Developmental Foundations of Education

EDI601 Social Foundations of American Education

EDI 643 Issues of Race, Class, and Gender: Teaching Diverse Populations

EDI 700 Introduction to Educational Research: The Teacher as Researcher

Methods and Materials (9 credits)

EDI 650 Methods & Materials in TESOL (Fall only)

EDI 679 Advanced Methods and Evaluation in TESOL (Spring only)

EDI 689 TESOL in Content Areas (Spring only)

Educational Theory and Practice (6 credits)

EDI 680 Bilingual Ed & ESL: Theory & Practice (Fall only)

EDI 630 Second Language Literacy Acquisition (Spring only)

Co-related Content Course (3 credits)

ENG 512 Descriptive Linguistics

Student Teaching or Practicum (3 or 6 credits)

<i>Courses</i>	<i>Credits</i>
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EDI 726 Student Teaching or

EDI 610 Practicum

EDS 633 Accommodating

learners with special needs

in inclusive settings 3

May be required if there is no previous special education coursework.

Culminating Experience (0-3)

Comprehensive Exam or Final Project of Thesis EDI 705 = 3 credits

Other Requirements: Prerequisites

- 2 courses in each Liberal Arts area: English Language Arts, Math, Science & Technology, and Social Studies and 12 credits in a Foreign Language (may be waived for Bilingual students).
- Course work will include at least 100 hours of fieldwork experience.

Additional New York State

Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- LAST
- ATS-W
- Content Specialty Test (CST)
- Mandatory Passing for CST before Student Teaching

Master of Science in Music Education (All Grades) Leading to NYS Initial Certification

Education (pedagogy)

<i>Courses</i>	<i>Credits</i>
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EDI 600 Psychological and Developmental Foundations of Education 3

EDI 601 Social Foundations of American Education 3

EDI 643 Race, Class and Gender: Teaching Diverse Populations 3

EDI 610 General Methods 3

EDI 700 Introduction to Educational Research 3

EDI 652 Methods and Materials of Teaching Music in the Secondary School 3

EDI 712 Supervised Student Teaching	6
HE 205A Health and Substance Abuse Seminar	0

Music Education (pedagogy and content) Courses Credits

MUS 651 Teaching Music in the Elementary School	3
MUS 657W Secondary School Choral Methods	3
MUS 657I General Instrumental Music Methods	2
MUS 635 Teaching Brass Instruments	2
MUS 636 Teaching Percussion Instruments	2
MUS 637 Teaching Woodwind Instruments	2
MUS 639 Teaching String Instruments	2
MUS 657D Conducting	2
MUS 675E Piano for Music Teachers	2
MUS 657T Basic Skills in Music Technology	3
MUS 675S Teaching Special Learners	3
Total Credits:	42

24 credits in the Department of Curriculum and Instruction, 18 credits in the Department of Music with a minimum of 16 credits in Music Education
Culminating Experience: Comprehensive Exam or Final Project or Thesis EDI 705=3 credits

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- Content Specialty Test (CST)
- LAST
- ATS-W

Master of Science in Art Education (All Grades) Leading to NYS Initial Certification

Education (pedagogy) Courses	Credits
EDI 600 Psychological and Developmental Foundations of Education	3
EDI 601 Social Foundations of American Education	3
EDI 610 General Methods of Teaching	3
EDI 643 Race, Class and Gender: Teaching Diverse Populations	3
EDI 700 Introduction to Education	

Research: The Teacher as Researcher	3
EDI 712 Supervised Student Teaching and Seminar	6
Total credits	21

Art Education (pedagogy and content)

EDI 651 Methods and Materials of Teaching Art in Secondary Schools	3
ART 660 Philosophy and Current Practice of Art Education	3
ART 661 Art Education Design and Practice in the Elementary School	3
Total Credits	9
Art Electives	12
Total	12
Department of Curriculum and Instruction	24
Department of Art	18
Total credits	42

Culminating Experience (0-3 credits)

Culminating Experience: Comprehensive Exam or Final Project or Thesis EDI 705 =3 credits

Additional New York State Certification Requirements

- Child Abuse Seminar
- SAVE-Schools Against Violence Education Act
- Fingerprinting
- Content Specialty Test (CST)

Master of Science – Secondary Education

Program Requirements

Core B

Core B is for students who have Provisional Certification and are not seeking additional certification but wish to make their provisional certification permanent.

Required Courses (15 credits)

Courses	Credits
EDI 602 Analysis of Behavior Seminar or elective	3
EDI 603 Advanced Topics in the Psychology of Teaching	3
EDI 606 Contemporary Trends in American Education or	
EDI 643 Cultural Diversity or	
EDI 642 Contemporary Philosophies of Education	3
EDI 677 Curriculum Development for Teachers	3

EDI 700 Introduction to Educational Research	3
Education Elective	3
Eighteen content area credits to be selected with content area advisor. Content area must be the same as area of provisional certification.	

Degree Options

- A. Thesis (EDI 705 Thesis Seminar) 3
or
B. Comprehensive Examination

Program Total: 36-39 credits depending upon selected degree option

Summer Institutes and Workshops

The Department of Curriculum and Instruction offers institutes and workshops during the summer and throughout the academic year. Specialized offerings help in-service classroom teachers, working professionals and graduate students understand new trends, strategies and developments within the teaching profession.

Institutes and workshops vary from year to year. Examples of past programs include:

1. Science Minus Anxiety for Elementary School Teachers
2. Teaching and Learning in a Diverse World
3. Young Children with Special Needs (Birth to Six)
4. TESOL (Teaching English to Speakers of Other Languages)

Further information is available by contacting:

Department of Curriculum and Instruction
School of Education
C.W. Post Campus
Long Island University
720 Northern Blvd.
Brookville, NY 11548-1300
(516) 299-2374/75/72

Curriculum and Instruction Course Descriptions

EDI 550 Psychology of the Early Adolescent Student

This course examines various aspects of early adolescent psychological development, including cognition, social relationships, stress, self-esteem, political and moral development. Considerable attention is given to gender, race, ethnicity, the special early adolescent and the at-risk student.
Every Semester, 3 credits

EDI 551 Psychology of the Adolescent Student

This course examines various aspects of adolescent psychological development, including cognition, social relationships, stress, self esteem and political and moral development. Considerable attention is given to gender, race, ethnicity, the special adolescent and the "at risk" student.
Every Semester, 3 credits

EDI 554 Organizational and Social Foundations of the Middle School

Foundational aspects of middle school education are explored in this course which traces the development of the middle school, providing theoretical and practical examples of successful proposals and projects. Issues and problems relating to governance, structure, and middle school constituencies are studied.
Every Semester, 3 credits

EDI 555 Organizational and Social Foundation of the High School

This course explores the foundational aspects of high school education. Various perspectives will aid the asking/answering of foundational questions, such as: How do philosophy and culture inform how students at the high school levels think about teaching and learning? What is the teaching-learning connection? Is learning the same as developing? By engaging in dialectical methods of critical inquiry, students will reexamine the philosophical, sociological, historical, political and cultural contexts of their educational pedagogy. To this effect, traditional definitions of race, class and gender will also be explored with emphasis on issues of ethnicity, sexual orientation, religious affiliation and the relationship between the public and the private notions of identity. This course will further examine the underpinnings of such belief structures and explore alternate ways of knowing.
Every Semester, 3 credits

EDI 556 Communicating Effectively with All Learners: Focus on the Adolescent Child (Grades 9-12)

Active listening and communication counseling skills provide the basis for adolescent teachers to engage in conflict resolution and mediation with other teachers, students, and/or parents. Developmental counseling theories and techniques and their implementation provide an underlying theme of the course. Teachers are also prepared to develop, facilitate and conduct advisor-advisee groups in the secondary settings.
Every Semester, 3 credits

EDI 557 Communicating Effectively with All Learners: Focus on Middle School Child (Grades 5-9)

Active listening and communication counseling skills provide the basis for teachers to engage in conflict resolution and mediation with other teachers, students and/or parents. Developmental counseling theories and techniques and their implementation provide an underlying theme of the course. Teachers are also prepared to develop, facilitate and conduct advisor-advisee groups in the middle school.
Every Semester, 3 credits

EDI 600 Psychological Foundations of Education

This course is designed to introduce students to psychological theories and principles which affect teaching, learning and development. Students have the opportunity to observe student and teacher behavior as well as classroom environments in order to identify operative psychological theories and principles.
Every Semester, 3 credits

EDI 601 Social Foundations of American Education

This course introduces students to the social, economic, political and intellectual foundations of American education. It describes the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society. Main topics to be explored are the structure and purposes of schooling, the professionalization of teaching, educational policy making and school social factors influencing teaching and learning, and the relationship between education and work. Class discussions are based upon both primary and secondary sources.
Every Semester, 3 credits

EDI 603 Advanced Topics in the Psychology of Teaching

This course is an analysis of how school conditions, including teachers and behavior, influence students, acquisition and sub-

sequent application of information and abilities. Emphasis is on setting educational objectives and managing classroom variables to help students achieve them.
Every Semester, 3 credits

EDI 604 Child Development: Birth to Grade 2

Scientific findings on the physical, intellectual, emotional and social development of young children, birth to grade two are examined. The integration of perception, cognition and the growth of the total personality are stressed, and their significance for teaching and guidance processes is emphasized. Ten hours of field work required.
Every Semester, 3 credits

EDI 606 Contemporary Issues in American Education

The course offers analyses of selected contemporary issues in American education. The issues are considered in terms of their origin, present institutional manifestations and socio-economic policy implications for schooling or education at the district, state and national levels of American society.
On Occasion, 3 credits

EDI 608 Issues in Gender and Education

This course investigates various issues and theories of gender, including such possible areas as how gender affects ways of thinking, cognitive and emotional development, ethics and moral development, learning, curriculum design and assessment. In all cases, there are considerations of how gender issues should affect classroom organization and teaching practice.
On Occasion, 3 credits

EDI 609 Gender and Language in the Classroom

To raise awareness of the ways gender affects students and teachers in classrooms, this course examines the strategies and approaches female and male students use to process their learning through language. Specifically, the course focuses on the ways males and females speak, write and interpret what they read, participate in classroom discussions, and interact with male and female peers and teachers. The research, conducted primarily in U.S. and British classrooms, looks at different racial, socio-economic, age and ethnic learners.
On Occasion, 3 credits
Prerequisites for 610 for 45-46 Adolescence Program. It is EDI 551, EDI 555, EDI 556, EDI 641, for Pedagogy only
Adolescence Program EDI 551, EDI 555, EDI 601, EDI 625, EDI 641, EDI 625, EDI 612, EDI 643, EDI 677, EDI 700, for Middle child EDI 550, EDI 554, EDI 641

EDI 610 Curriculum and Teaching in Middle and High Schools

Cross-listed as LIS 625

This course is a study of generic instructional techniques in which the student begins to explore the development of a repertoire of methodologies and materials to match instructional purposes. Students are expected to demonstrate mastery in a variety of teaching methods.

Every Semester, 3 credits

EDI 612 Teaching Social Studies in the Elementary School Grades

This course examines social studies curriculum development through examination of theory and current practices in the school. Inquiry approach, model development, organizational patterns and teaching strategies are examined through current research.

Prerequisites: 600, 601

Every Semester, 3 credits

EDI 613 Teaching Mathematics in the Elementary School Grades

Educational and psychological dimensions of learning and teaching mathematics in grades K-6 are examined in the context of current trends in mathematics education. The development of mathematics concepts and understandings is explored through relevant activities and materials. Model programs and teaching approaches are discussed in light of current recommendations for mathematics education.

Every Semester, 3 credits

EDI 614 Teaching Science the Elementary School Grades

This course is an examination of existing programs, materials and problems of science education in the light of current psychological and philosophical theories. Development of science activities with emphasis on the process of science, conceptual understanding, meeting individual differences, discovery approach and utilization of inexpensive, easily available materials for experiments and demonstrations are covered.

Prerequisites: 600, 601

Every Semester, 3 credits

EDI 615 Early Childhood Curriculum: Birth to Grade 12

Models, principles, curriculum and practices of developmentally appropriate infant, toddler and preschool care giving; emphasis on knowledge, skills and dispositions necessary to plan and facilitate development of infants, toddlers and preschoolers. Ten hours of field work required.

Prerequisite: EDI 604

Spring, 3 credits

EDI 616 Early Childhood Curriculum: B to Grade 2

Models, principles, curriculum and practices of developmentally appropriate kindergarten, first and second grade education, emphasis on knowledge, skills and dispositions necessary to plan and facilitate the development of school-age children. Ten hours of field work required.

Prerequisites: EDI 600, 601, 604

Fall, 3 credits

EDI 618 Creative Expression for Early Childhood

Techniques for instructing young children to handle various art materials creatively and expressively are examined. Techniques of storytelling, creative dramatics and related language activities for use with young children are included in this course along with the integration of the creative arts into the total curriculum.

Prerequisites: EDI 600, 601, 604

Spring, 3 credits

EDI 625 Observation and Assessment in Early Childhood

Developmental perspective on measurement and evaluation in early childhood years. Considers standardized tests, observations, checklists, rating scales, portfolios and teacher-designed tests and rubrics; their advantages and disadvantages for use with young children; and professional ethical issues pertaining to evaluating young children. Ten hours of field work required.

Prerequisites: EDI 600, 601, 604

Spring, 3 credits

EDI 639 Play in the Curriculum

This course is designed to give the student an understanding of the direct link between play and early childhood development. It will explore the connection between how play can support the curriculum and how the curriculum can support play. The focus will be on theories of play with the goal of developing the whole child. There will be a synthesis between theory and practice. Ten hours of field work required.

Prerequisites: EDI 600, 601, 604 and 639

Annually, 3 credits

EDI 642 Contemporary Philosophies of Education

This course is an overview of major contemporary philosophies of education. Considerable attention is given to the practical application of the various theories of reality, knowledge and value to the classroom situation. The student is encouraged to develop his or her own philosophy through dealing with educational problems he or she has encountered.

Annually, 3 credits

EDI 643 Education for Cultural Diversity

The principles and practices of multicultural education are studied in this course, which provides a practical approach to implementation of a culturally diverse curriculum. Major issues covered include human rights, involvement of parents and the community, criteria for multicultural curricula, assessment and evaluation strategies, global issues in education,



and formulating an agenda for educational and social action.
Every Semester, 3 credits

EDI 650 Methods and Materials in Teaching English to Speakers of Other Languages or Dialects

This is a basic course in the analysis of the teaching of grammar, pronunciation, reading and vocabulary development to students who speak other languages or nonstandard dialects of English, using the principles and application of descriptive linguistics and including problems of cross-cultural communication, and a survey of methods, materials, techniques and media appropriate for individual and group instruction on the elementary, secondary, adult and college levels.
Prerequisites: EDI 600, 601
Annually, 3 credits

EDI 651 Methods and Materials of Teaching Art in Secondary Schools

This course is a consideration of the principles and practices of art education at the secondary level. The middle school and high school curricula are examined and studied in relation to student needs and current visual art curriculum standards and assessment. Methods, materials and new teaching medias are considered for authentic teaching practice in today's schools. Each student is required to make 15 hours of observation of art classes in a public placement.
Prerequisite: ART 661
Annually, 3 credits

EDI 652 Methods and Materials of Teaching Music in Secondary Schools

This course will cover the insight that will be necessary to teach music in the public schools. You will study the latest innovations in teaching music and develop a reservoir of lesson plans based on the New York State and National Standards for Art Education. They will review the latest assessment instrument developed by New York State Education and field tested in volunteer public schools for the past three years. Students will develop assessment instruments for music courses they will be teaching.
Annually, 3 credits

EDI 654 Methods and Materials of Teaching Modern Languages in Secondary Schools

This course is a study of the current methods of instruction in foreign languages. Curriculum materials and instructional devices for the effective teaching of foreign languages in the middle, junior and secondary schools are discussed, examined and appraised.

Materials for co-curricular programs such as assemblies, club meetings and other activities are considered.
Annually, 3 credits

EDI 655 Methods and Materials of Teaching Science in Secondary Schools

Existing curricula, trends and issues in science instruction in grades 7-12 are examined in light of recent advances in science content and in teaching for process, planning instruction, assessment strategies, classroom management, and the use of easily available materials for laboratory activities. Demonstration lessons are taught by members of the class. The interaction of science and technology and the implication for the development of values and attitudes in today's youth are discussed.
Annually, 3 credits

EDI 658 Methods and Materials of Teaching English in Secondary Schools

The course explores the scope and sequence of instruction in secondary English. Students have the opportunity to design and teach lessons, to videotape their teaching and to observe experienced teachers of English.
Annually, 3 credits

EDI 659 Method and Materials of Teaching Mathematics in Secondary Schools

The psychological and educational dimensions of teaching mathematics as a secondary school subject are explored. Detailed analysis of the content of algebra I, algebra II, geometry, coordinate geometry, trigonometry and other branches of secondary school mathematics are explored.
Annually, 3 credits

EDI 660 Methods and Materials of Teaching Social Studies in Secondary Schools

This course is designed to acquaint the student with the content areas which comprise social studies and to examine the methods relevant to its teaching. It is intended that the student become aware of a variety of approaches used in dealing with the subject and create a method with which to present his or her competence. In addition, the course seeks to provide the understanding that the process of social studies is one of synthesis of the academic areas in the social sciences and that its teaching necessitates creativity. To that end, students are required to enter the public schools for the purpose of observing teaching styles.
Annually, 3 credits

EDI 677 Curriculum Development for the Classroom Teacher

This course examines principles of curriculum construction, planning, development and justification in relationship to historical, theoretical and practical considerations of purpose, content and the organization of educational experiences. Consideration is given to principles of curriculum research and evaluation. The course embraces concerns of the school and non-school settings for educational experiences.
Every Semester, 3 credits

EDI 679 Advanced Methods and Evaluation in TESOL

This course focuses on the application of ESL theory and techniques to the development of specific lesson plans, ESL curriculum and evaluation techniques. The use of testing instruments for diagnostic and evaluative purposes is studied. Observations of teachers working in the field are incorporated into the discussion and evaluation of teaching strategies. A microtaping with videotape is made of student performance.
Prerequisites: EDI 600, 601
Annually, 3 credits

EDI 680 Bilingual Education and ESL: Theory and Practice

This course covers the history of bilingual education and ESL in the United States. The course is a study of present theories and practices and of available materials in these fields. Discussion of the different types of bilingual and ESL programs and the importance of a bicultural component are covered.
Prerequisites: EDI 600, 601
Every Semester, 3 credits

EDI 681 Teaching Language Arts and Reading with a Bilingual Approach

This course is a consideration of theories, practices, and available materials in the teaching of language arts and reading to speakers of other languages. Emphasis is placed on a bicultural approach to be used by the classroom teacher to meet the needs of Spanish-speaking children. Given in Spanish and English.
On Occasion, 3 credits

EDI 683 Teaching Mathematics and Science with a Bilingual Approach

This course covers the current principles, practices and materials in the teaching of mathematics and science to speakers of other languages. The course includes the development and adaptation of the mathematics and science curricula to meet the needs of Spanish-speaking children. Emphasis is placed on a bi-cultural

approach with demonstrations and evaluations of teaching procedures. Given in Spanish and English.

On Occasion, 3 credits

EDI 687 Cultural Linguistics

Cross-listed as LIN 518

This course is an exploration of human communication in its cultural context, including the origins of language, the creation of new languages, signs and symbols, nonverbal communication and contemporary issues in language and culture.

Annually, 3 credits

EDI 688 Historical Linguistics

Cross-listed as LIN 514 and ENG 514

This course is a historical survey of language study, giving special attention to the classical origins, the extensive development in the 19th century, and the current understanding of the classification of languages into families. Topics include how languages change by analogy, how the sounds of language change over time, and how borrowing occurs.

On Occasion, 3 credits

EDI 689 TESOL in Content Areas: Science, Humanities and Social Science

This course examines current principles, practices and materials in the use of TESOL in the specific content areas. The course includes the development and adaptation of science, humanities and social science curricula to meet the needs of the non-English speaking child.

Prerequisites: EDI 600, 601

Annually, 3 credits

EDI 690 Special Topics in Mathematics Education

The focus of this course is the in-depth examination of a special topic in mathematics education. This topic is chosen each semester by a committee comprised of faculty and graduate students. Activities include readings, discussions and projects appropriate to the selected topic.

On Occasion, 3 credits

EDI 700 Introduction to Educational Research

The primary purpose of this course is to help teachers and other education professionals become more informed consumers and producers of educational research relative to their areas of specialization or expertise. The course introduces the major principles which govern the conduct of action or evaluation research. It examines elements common to different types of research design and criteria appropriate to the evaluation of pub-

lished research. The course also reviews measurement principles relevant to teaching.

Every Semester, 3 credits

EDI 705 Thesis Seminar

This course is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of an approved faculty member. Registration must be approved by the student's departmental chairperson or designated representative.

Every Semester, 3 credits

EDI 706 Independent Study

The course, Independent Study, involves in-depth development of a project idea as a result of study in a previous course. Permission to take this course is based on particular criteria: (1) merit of proposed study; (2) needs and background of student; i.e., ability to carry out such a study. Permission to take this independent course would necessitate the signature of the faculty member conducting the study and the department chairperson and Dean of the School of Education. It is understood that the faculty member who would direct the project would be qualified in the area designated by the student and that the choice of faculty (with the previous stipulation) would be made by the student. Hours arranged with approval of instructor. Six credits must be approved by the department.

Every Semester, 1, 2 or 3 credits

EDI 709 Supervised Student Teaching and Seminar in the Elementary School

This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in kindergarten through grade three, and the other half is in grades four through six. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisites: EDI 600, 601, 612, 613, 614, 643, 677, 700, EDS 610, 611 and EDS 633

Every Semester, 6 credits

EDI 710 Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy

This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in kindergarten through grade three, and the other half is in grades four through six. A weekly semi-

nar integrates theory with practice and provides orientation to the teaching profession. For eight weeks.

Prerequisites: EDI 600, 601, 612, 613, 614, 677, plus coursework in either Special Education or Literacy part of the dual program

Every Semester, 3 credits

EDI 711 Supervised Student Teaching and Seminar in the Middle School

Students preparing to qualify as school teachers are required to spend half of their student teaching experience in grades five to six, and the other half in grades seven to nine. Students are expected to participate in conferences, meetings, and extracurricular activities in the schools to which they are assigned. This is for a full semester, which is from 14 to 15 weeks. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisites: EDI 550, 554, 557, 610, 700 and EDS 641, and specific methods course, plus 30 credits in subject area

Every Semester, 6 credits

EDI 712 Supervised Student Teaching and Seminar Grades 7-12

Students preparing to qualify as adolescence school teachers are required to spend half of their student teaching experience in grades seven to nine, and the other half in grades 10-12. Students are expected to participate in conferences, meetings and extracurricular activities in the schools to which they are assigned. This is for a full semester, which is for 14 to 15 weeks. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisites: EDI 551, 555, 556, 610, 700, and EDS 641, and specific methods course, plus 30 credits in subject area

Every Semester, 6 credits

EDI 713 Supervised Student Teaching and Seminar in Early Childhood Education

The one-semester, student teaching experience provides an opportunity for the teacher candidate to integrate theory and practice through development and implementation of learning experiences for young children from birth to grade 2 in two settings. The teacher candidate will integrate theories of child development, family systems, theories of learning, content knowledge, and early childhood curriculum and pedagogy. The student teaching experience also provides the teacher candidate with opportunities to learn how to work in collaboration with field-site staff, to work

as a member of an interdisciplinary team, and to reflect on their practice in collaborative relationships. Prerequisite: Completion of all core courses and pedagogical core courses
Every Semester, 6 credits

EDI 714 Supervised Student Teaching and Seminar in the Elementary School in Bilingual Education

This course is the systematic, extended observation and student teaching experience under supervision in selected public and private kindergarten and elementary grades. A minimum of 360 hours, with a minimum of 110 hours in teaching, and participation in appropriate staff and school activities are required. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisites: Permission of advisor and appropriate methods courses
Every Semester, 6 credits

EDI 715 Supervised Student Teaching and Seminar in Elementary School of Bilingual Education

This course is the systematic extended observation and student teaching experience under supervision in selected public and private elementary school settings. This course is designed for students who are already certified in another area and who are seeking certification in Bilingual Elementary Education. A minimum of 180 hours, with a minimum of 110 hours of teaching, and participation in appropriate staff and school activities is required. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Every Semester, 3 credits

EDI 716 Supervised Student Teaching and Seminar in the Secondary School in Bilingual Education

Students preparing to qualify as secondary school bilingual teachers are required to: (1) spend five complete days per week at an assigned secondary school for at least 15 weeks, or a total of 360 periods; (2) to spend at least 110 of these 360 periods in actual teaching, the balance given to related activities. Students are expected to participate in conferences, meetings and extracurricular activities in the schools to which they are assigned.

Prerequisites: Permission of advisor, and appropriate methods courses
Every Semester, 6 credits

EDI 721 Practicum in Early Childhood Education

Designed to give students a deeper understanding of the aspects of quality early childhood programs. Students will observe in a variety of early childhood settings and will analyze their findings in keeping with relevant research in the field. The physical, intellectual, sensual, creative, emotional and spiritual needs of young children in general education and inclusion settings will be explored in depth.

Prerequisites: Completion of all core courses and pedagogical core courses.
Every Semester, 3 credits

EDI 726 Supervised Student Teaching and Seminar in Teaching English to Speakers of Other Languages (K-12)

This course is the systematic, extended observation and student teaching experience under supervision in selected public and private school settings. This course is designed for students who seek certification in teaching in grades kindergarten through 12 (K-12). A minimum of 360 hours with 110 hours in actual teaching under supervision of certified staff in classroom instruction and appropriate school activities are required. Students who qualify would spend half a semester student teaching on the elementary school level and the other half teaching their academic subject area on the secondary level in a TESOL setting. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisites: Permission of advisor and appropriate methods courses
Every Semester, 6 credits

EDUCATIONAL LEADERSHIP AND ADMINISTRATION

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Degree Programs

The Master of Science in Education and the Advanced Certificate programs are designed to prepare students in three areas: School Building Leader (SBL), School District Leader (SDL), and School District Business Leader (SDBL).

Admission Procedures

Admission requirements for the Department of Educational Leadership and Administration (DELA) are outlined below. An applicant who does not meet the grade point average required for admission to the program may be required to take the Graduate Record Examination and be interviewed by the department chairperson.

Specific Entrance Requirements

A master's degree candidate must have:

1. Bachelor's degree with a minimum 3.00 GPA
2. Provisional/Initial state certification in teaching or an educational specialty
3. Two letters of recommendation
4. Teaching experience and prior experience review
5. Documentation of years of experience
6. Interview

An Advanced Certificate candidate must have:

1. Master's degree with a minimum 3.25 GPA
2. Permanent/Professional state certification in teaching or an educational specialty
3. Two letters of recommendation
4. Teaching experience and prior experience review
5. Documentation of years of experience
6. Interview

Notice to Students

Program requirements are subject to change after this bulletin is published. Current information is available by contacting the department chairperson or academic counselor.

The NY State Education Department has scheduled a transition from provisional/permanent to initial/professional certificates. In addition, NYSED requires passage of school leadership assessment for students seeking certification after February 1, 2009. Students are encouraged to monitor www.nysed.org for updates and maintain contact with their academic advisors.

The following school leadership program information is intended for students who began their programs September 1, 2009.

School Building Leader – M.S. Ed.

Completion of this curriculum may qualify the student for New York State Certification as a School Building Leader (SBL).

Program Requirements**Administration Core Required Courses (9 Credits)**

Courses	Credits
EDL 630 Administrative Core I	6
EDL 631 Administrative Core II	3

The administrative core sequence includes six interrelated areas within the field of school administration. Core I includes 1) human relations; 2) leadership, and 3) school-community relations. Core II includes 1) research, 2) school business, and 3) technology.

The core incorporates field experiences through which the student applies concepts acquired in class presentations and discussions.

Required Courses (15 credits)

In addition to the Administrative Core, students are required to take:

Courses	Credits
EDL 632 Curricular Concerns in Public School Administration	3
EDL 635 School Law	3
EDL 637 The Supervisor in the School Setting	3
EDL 650 Internship in School Administration – Master's Level	6

The internship, required of all students, reintroduces the six major core areas to provide a synthesizing experience. Until students have satisfactorily completed required hours and competencies, the university supervisor will NOT submit a grade.

Prerequisites for the internship: EDL 630 (completed) and EDL 631 (completed or in progress), or permission of the Department Chairperson.

Electives (12 credits from the following)

Courses	Credits
EDL 704 Degree Synthesis	3
EDL 705 Thesis Seminar	3
EDL 708A Summer Institute – Restructuring Education	3
EDL 633 School Business Administration	3
EDL 634 School Personnel Administration	3
EDL 636 Public School Finance	3
EDL 640 Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs	3
EDL 641 School District Administration: Problems and Issues	3
EDL 643 School Plant Planning	3
EDL 644 Collective Negotiations	3
EDL 646 Special Education Law for School Administrators	3
EDL 647 Administration of Educational Programs for Exceptional Children	3
EDL 648 School Organization, Programming, and Scheduling	3
EDL 649 Leadership and Administration in Multicultural Settings	3

EDL 652 Seminar in School Business Office	3
EDL 653 Administration and Leadership at the Middle School Level	3

Culminating Experiences

- Thesis (optional)
- EDL 705 Thesis Seminar (optional-3 credits)
- Portfolio
- EDL 704 Degree Synthesis (optional-3 credits)
- Internship Project
- SAVE Workshop
- Child Abuse Workshop
- NY State Fingerprinting

Program Total: 36 credits

Interim Assessment

At the end of 12 semester-hours, faculty from the Department of Educational Leadership and Administration will assess the students' performance.

School Building Leader – Advanced Certificate/School District Leader – Advanced Certificate

Completion of this curriculum may qualify the student for New York State certification as a School District Leader (SDL) and certification as a School Building Leader (SBL).

Program Requirements**Administration Core Required Courses (9 Credits)**

Courses	Credits
EDL 630 Administrative Core I	6
EDL 631 Administrative Core II	3

The administrative core sequence includes six interrelated areas within the field of school administration. Core I includes 1) human relations; 2) leadership, and 3) school-community relations. Core II includes 1) research, 2) school business, and 3) technology.

The core incorporates field experiences through which the student applies concepts acquired in class presentations and discussions.

Required Courses (15 credits)

In addition to the Administrative Core, students are required to take:

Courses	Credits
EDL 632 Curricular Concerns in Public School Administration	3
EDL 637 The Supervisor in the School Setting	3
EDL 636 Public School Finance	3
EDL 635 School Law	3
EDL 641 School District Administration: Problems and Issues	3
Required Internship	6
EDL 651 Internship in School Administration – CAS Level	6

The internship, required of all students, reintroduces the six major core areas to provide a synthesizing experience. Until students have satisfactorily completed required hours and competencies, the university supervisor will NOT submit a grade.

Prerequisites for the internship: EDL 630 (completed) and EDL 631 (completed or in progress), or permission of the Department Chairperson.

Electives (up to 6 credits from the following may be substituted for required courses depending on availability and permission of the Department Chair person)

Courses	Credits
EDL 704 Degree Synthesis	3
EDL 708A Summer Institute – Restructuring Education	3
EDL 634 School Personnel Administration	3
EDL 640 Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs	3
EDL 643 School Plant Planning	3
EDL 644 Collective Negotiations	3
EDL 646 Special Education Law for School Administrators	3
EDL 647 Administration of Educational Programs for Exceptional Children	3
EDL 648 School Organization, Programming, and Scheduling	3
EDL 649 Leadership and Administration in Multicultural Settings	3
EDL 652 Seminar in School Business Office	3
EDL 653 Administration and Leadership at the Middle School Level	3

Culminating Experiences

- Portfolio
- Internship Project
- SAVE Workshop
- Child Abuse Workshop
- NY State Fingerprinting
- Satisfactory level of performance on

the New York State Assessment for School District Leader (SDL) and/or School Building Leader (SBL)

Program Total: 30 credits

School District Business Leader – Advanced Certificate

Completion of this curriculum may qualify the student for New York State certification as a School District Business Leader (SDBL).

Program Requirements

Administration Core Required Courses (9 Credits)

Courses	Credits
EDL 630 Administrative Core I	6
EDL 631 Administrative Core II	3

The administrative core sequence includes six interrelated areas within the field of school administration. Core I includes 1) human relations; 2) leadership, and 3) school-community relations. Core II includes 1) research, 2) school business, and 3) technology.

The core incorporates field experiences through which the student applies concepts acquired in class presentations and discussions.

Required Courses (18 Credits)

Courses	Credits
EDL 633 School Business Administration	3
EDL 636 Public School Finance	3
EDL 641 School District Administration: Problems and Issues	3
EDL 652 Seminar in School Business Office	3
EDL 651 Internship in School Administration – CAS Level	6

The internship, required of all students, reintroduces the six major core areas to provide a synthesizing experience. Until students have satisfactorily completed required hours and competencies, the university supervisor will NOT submit a grade.

Prerequisites for the internship: EDL 630 (completed) and EDL 631 (completed or in progress), or permission of the Department Chairperson.

Elective (3 credits from the following)

Courses	Credits
EDL 704 Degree Synthesis	3
EDL 708A Summer Institute – Restructuring Education	3
EDL 632 Curricular Concerns in Public School Administration	3
EDL 634 School Personnel Administration	3
EDL 635 School Law	3
EDL 637 The Supervisor in the School Setting	3
EDL 640 Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs	3
EDL 643 School Plant Planning	3
EDL 644 Collective Negotiations	3
EDL 646 Special Education Law for School Administrators	3
EDL 647 Administration of Educational Programs for Exceptional Children	3
EDL 648 School Organization, Programming, and Scheduling	3
EDL 649 Leadership and Administration in Multicultural Settings	3
EDL 653 Administration and Leadership at the Middle School Level	3

Culminating Experiences

- Portfolio
- Internship Project
- SAVE Workshop
- Child Abuse Workshop
- NY State Fingerprinting
- Satisfactory level of performance on the New York State Assessment for School District Leader (SDBL)

Program Total: 30 credits

Educational Leadership and Administration Course Descriptions

EDL 704 Degree Synthesis

This course is a synthesizing experience with eight hours of group study culminating in a two-hour written examination. *On Occasion, 3 credits*

EDL 705 Thesis Seminar

This course is available only to matriculated master's degree candidates electing to develop and write a thesis under the supervision of approved faculty. Registration must be approved by the student's departmental chairperson or designated representative. *On Occasion, 3 credits*

EDL 630 Administrative Core I

This course presents a balanced viewpoint of theory and practice in analyzing current issues in administration. This sequence includes three interrelated areas within the field of school administration. They are human relations, leadership and school-community relations.
Every Semester, 6 credits

EDL 631 Administrative Core II

The goals of this course are to have students become wise consumers of educational research, knowledgeable about the business functions of the school district and users of computers to solve administration problems.
Core II may be taken before Core I.
Every Semester, 3 credits

EDL 632 Curricular Concerns in Public School Administration

This course is a study of curricular concerns and administrator decision-making. Major topics include administering programmatic change, focus on individualized instruction, curriculum theory, instructional and curriculum challenges facing today's administration.
Every Semester, 3 credits

EDL 633 School Business Administration

This course is a study of the basic areas of responsibility of the school business administrator. Major topics include the role of the school business administrator, budgeting, accounting, purchasing, insurance, operation and maintenance, transportation and food service.
On Occasion, 3 credits

EDL 634 School Personnel Administration

This is a study of the skills, attitudes and knowledge essential for effective school personnel administration. Areas of concentration for the school personnel administrator include recruitment, certification, selection, assignment, load and transfer, orientation, salaries and scheduling; leaves of absence; tenure; in-service education, personnel records; morale, retirement; professional associations and collective bargaining.
On Occasion, 3 credits

EDL 635 School Law

This course is a study of the major topics of law related to public schools. Areas of concentration include sources of the law, scope of the law; law and the organization for public education, pupils, employees and school law, school officers and the law; theory of governmental non-liability; liability and individual members of the board; and personal liability of school employees.
Every Semester, 3 credits

EDL 636 Public School Finance

This course is a study of public school finance. Major topics include the development of public school finance in the United States; principles of school finance; revenues; expenditures and indebtedness; fiscal problems; the foundation program; fiscal control; and school support formulas.
Prerequisite: EDL 631 or permission of the instructor
Every Semester, 3 credits

EDL 637 The Supervisor in the School Setting

This course is a study of the major components of the school supervisor. Areas of concentration include the nature of the supervisory process; functions of the supervisor; principles of supervision; leadership styles of supervisor's procedures used by the supervisor; the supervision of teachers; and evaluation of the supervisor.
Every Semester, 3 credits

EDL 640 Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs

This course is a study of youth problems and innovation in the school setting. Major topics include the central role of the child; methods for determining needs; analysis of data; cooperative planning of innovative programs; continuous evaluation and feedback; measurement of growth; special problems involved with innovative programs, and creativity and innovation.
On Occasion, 3 credits

EDL 641 School District Administration: Problems and Issues

This course is a study of the role and responsibilities of the school district administrator in a school system. Major topics include organizational, professional and legal issues in school district administration; the school district administrator and organizational decision making; emerging responsibilities in working relationships between school district administrators and the board and community and critical economic, political and social issues confronting educational leadership.
Every Semester, 3 credits

EDL 643 School Plant Planning

This course is an analysis of needs and program determination for educational facilities. The course includes the planning of functional and environmental aspects of school building design and utilization, demographic studies; financing of school buildings construction and school building renovations. Also included is the use of abandoned school build-

ings and the implementation or development of reduction programs.
On Occasion, 3 credits

EDL 644 Collective Negotiations in Education

This course is a study of the implementation and development of collective negotiations in the public schools. An analysis of principles and practices applied in public sector negotiations and the study of selected topics such as the bargaining process, impasse procedures, grievance machinery, the strike content of bargaining agreements, and the role of the administrator in negotiations is included.
On Occasion, 3 credits

EDL 646 Special Education Law for School Administrators

This course is designed to acquaint the student with those public laws pertaining to the education of handicapped youngsters. Specifically, PL 94-142, Section 504, Article 89 of the New York State Education Law, the concept of mainstreaming, least restrictive environment, due process rights, and the role of the impartial hearing officer are discussed.
On Occasion, 3 credits

EDL 647 Administration of Educational Programs for Exceptional Children

This course is an introduction to the organization, administration and supervision of special education programs; assessment of exceptional children and youth, program options and support services; pupil referral assessment eligibility and placement processes; individual educational program introduction to due process requirements, funding legislative and legal dimensions.
On Occasion, 3 credits

EDL 648 School Organization, Programming and Scheduling

This is a survey course focusing on selected aspects of the school organizational process up to and including the building of a master schedule. Topics include school organizational patterns, personnel and staffing decisions, budgeting and programming as they relate to use of pupil personnel services, planning and building an organizational schedule, exploring some relationships that exist between curriculum and the programming/scheduling processes. Although the primary focus of this course is the middle, intermediate, junior and senior high school, attention is also given to elementary school, especially where departmentalization patterns emerge.
On Occasion, 3 credits

EDL 649 Leadership and Administration in Multicultural School Settings

This course is designed to provide specific preparation for supervisors in the management of operational policies which apply particularly in multicultural school settings. Recent national and local policy trends are explored for their effects on traditional budget allocation practices, curriculum strategies, personnel management, program assessment, and shared management.

On Occasion, 3 credits

EDL 650 Internship in School Administration-Master's Level

During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school building level. *Prerequisites: EDL 630 (completed) and EDL 631 (completed or in progress), or permission of the department chair. Fall and Spring, 6 credits*

EDL 651 Internship in School Administration-Professional Diploma Level

During the internship, the six major core areas are reintroduced providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school district level. *Prerequisites: EDL 630 (completed) and EDL 631 (completed or in progress), or permission of the department chair. Fall and Spring, 6 credits*

EDL 652 Seminar in School Business Office

This course provides the student with an in-depth knowledge and understanding of the roles and responsibilities of the district school business official. Topics include overview of the school business office, responsibilities of the internal and external auditors and the district treasurer. In addition, the course focuses on fund accounting principles, the uniform system of accounts, fund balance management, extra classroom activity funds, tax rates and the budget process. *On Occasion, 3 credits*

EDL 653 Administration and Leadership at the Middle School Level

This course is a study of administrative leadership and decision making at the middle school level. It includes a review of current educational research, theory and practice as they may apply to the

operation of a middle level school.

Topics include understanding the middle school concept, examining administrative decision making and the middle school curriculum, supervision at the middle school level; and current issues in administering a middle school.

On Occasion, 3 credits

DEPARTMENT OF EDUCATIONAL TECHNOLOGY

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Admission Requirements

1. B.A./B.S. degree from an accredited college or university with a minimum GPA of 2.50 overall and 2.75 in the major

2. Personal interview with department faculty

3. This degree fulfills requirements for New York State professional certification if the student already holds Initial Certification or a Certificate of Qualification. Any student who does not hold either of the above certificates must receive written permission to enroll from the department chairperson.

Degree Requirements

1. A minimum of 36 credits in graduate coursework
2. 3.00 cumulative grade point average

Overview: M.S. in Educational Technology

The Department of Educational Technology offers contemporary a master's degree in Educational Technology, which is nationally recognized for its innovative and ground-breaking approach to the use of technology in teaching and learning systems, especially as learning resources move to the web. This unique program has produced graduates who are literally revolutionizing curriculum in K-12 schools and other educational programs.

The M.S. in Educational Technology fulfills New York State requirements for professional certification for those students who currently hold initial certification. In addition, it meets the requirements for state certification as an Educational Technology Specialist.

The program uses a cohort approach called T.E.A.M. (short for Technology, Education and Multimedia). T.E.A.M.s are made up of 25 to 30 students who stay together from the start of the program until its completion two years later. Students will be teamed up with other students who match their experience and career goals and together they will emerge as teachers with expertise in using the internet and internet based tools to create multi-media educational content. Students can use these skills to transform and enrich a variety of teaching and learning experiences. Students can still teach music, math, history, English, or whatever their area of specialty is, but they will teach it with

greater creativity and a wider knowledge of learning applications that incorporate emerging technologies.

Classes may take place on campus, online, in a local museum, or in a K-12 school where students work.

A pioneering aspect of the Educational Technology Specialist program is the Electronic Educational Village (EEV) - an online and in-person dynamic learning community that has won national acclaim and is archived in the Smithsonian Institution.

The EEV is led by C.W. Post faculty and T.E.A.M. members who collaborate with school districts and cultural and community resources like museums, nature preserves and businesses.

EEV participants (including T.E.A.M. students) develop projects that lead learners through scientific, historical and literary adventures, both in real life and on the web. Students learn how to guide learners as they take exciting field trips, create art exhibits, convert material to online formats, and post ideas, educational materials and class assignments on the Internet. Village partners help bring non-traditional, hands-on learning experiences to T.E.A.M. members and the Electronic Educational Village.

Educational Technology Course Descriptions

Core Courses

Students model the creation of learning communities as they become part of two in the program - a team, spending two years in a cohort in the program, and the Electronic Educational Village, linking in activities to K-12 students and teachers and cultural and community resource partners. Learning for the individual in the program is differentiated and constructivist. Each course has three dynamic focal areas, which overlap: technology skills, applications, and understanding; professional growth and leadership (pedagogy and our grounding in the literature and out in the field); and content/action (individual and collaborative EEV activities). Students begin a developmental portfolio in their first semester in the program and end the program with that and a polished profes-

sional portfolio, representing their learning and their capstone experience in the last two semesters. Although each course listed below is distinct, it includes the components here.

Each course is linked to the program overview and distributed to students on entry to the program. This overview provides the link between individual courses and the programs registered goals.

EDT 706 Foundations of Educational Technology: Learning Theories, Critical Thinking, and Technologies for Teaching and Learning

This course builds the foundation for each student who enters the program. Students document entry skills in each of the three vertical threads (technology, professional growth and scholarship, and content/action) and identify particular educational applications within their teaching/professional educational settings. Students study learning theories (with an emphasis on critical thinking and problem solving in constructivist learning environments) as the basis for knowledge acquisition and knowledge building and apply technology tools for productivity, building communication systems, and presentations. Students also examine literature in cognitive and developmental psychology that bears on design decisions related to educational technologies and their appropriate uses at different stages of development. From this foundation, working with a faculty mentor, students prepare personal contracts for the program. Based upon the contract, each student begins growth in technology, professional growth and scholarship, content/action via individualized and group instruction.

On Occasion, 3 credits

EDT 716 Understanding Developmentally Appropriate Educational Technologies for Improving Learning Communities and Learning Systems

This course examines systems thinking, organizational theory, and change theory for improving learning communities and learning systems. Through the course, learners apply these approaches to their own teaching, learning and technology development.

On Occasion, 3 credits

EDT 726 Foundations of Educational Technology II: Fundamentals of Educational Research in Technology-Enriched Learning and Evaluation

This course, usually offered in conjunction with EDT 736, introduces educa-

tional research for the assessment of learning in technology-enriched, constructivist environments. Students learn to use appropriate educational technologies for synthesizing, generating, and evaluating knowledge. Constructivism and Applied Constructivist theories as models for developing technology-enriched learning systems are explored. *On Occasion, 3 credits*

EDT 736 Applying Educational Technologies for Building Learning Communities and Learning Systems

This course, usually offered in conjunction with EDT 726, has learners extend their studies in knowledge acquisition and building by applying technologies to build virtual and in-person learning communities and systems using constructivist models. Students are taught to develop a "Long View" of teaching and learning from a systemic perspective and the possible roles that educational technologies could play in building and delivering those future systems.

On Occasion, 3 credits

EDT 746 Outcomes Assessment for Educational Technologists

Students are introduced to the design and application of outcomes assessment in technology-enriched learning environments. Moving from a rich theoretical and skills base, students begin to apply their knowledge to continue scholarly research that supports their personal or group focuses as they build greater understanding and apply learning in designing and evaluating models of learning systems in constructivist environments. This course emphasizes the critical importance of collaborative action and the value of working in teams.

On Occasion, 3 credits

EDT 756 Understanding the Role of Educational Technologies in Changing School Cultures, Organizations, and Communities

In this course, usually offered in conjunction with EDT 746, students begin to apply their knowledge to build learning communities and systems. Change models are explored, school organization and cultures analyzed, and models for future systems developed. Students (individually and in teams) design action-based teaching and learning models and participate in technology-enriched projects supporting educational outreach to schools, museums, and other learning communities.

On Occasion, 3 credits



EDT 766 Designing and Evaluating Assessment Plans for Technology-enriched Theoretically-Grounded Learning Environments

In this course, students apply learning theories and research understanding acquired in prior courses. They plan, design, develop, and practice innovative teaching and learning systems and design assessments of the effectiveness of various educational technologies. Student products from this course are shared with the larger learning community through our Electronic Education Village. A capstone experience resulting in an online professional portfolio is begun in this semester, evidencing and reflection upon learning through the entire program.

On Occasion, 3 credits

The Final Core(s)

The program may be designed with eight or nine core courses. If eight, EDT 776 will be the final core in the program. If nine, the final work will include a six credit experience and include EDT 776A and EDT 776B. Each has advantages, depending upon the location and make-up of the TEAM. A decision on the number of core courses will be determined prior to the start of each team.

EDT 776 or EDT 776A Culminating Experience: Issues, Challenges, and Opportunities for Applying Technologies in Learning Systems

In this course, students assess and diagnose opportunities for enhancing the effectiveness of learning systems through the selection, implementation, and ongoing evaluation of appropriate educational technologies. Students identify and address existing and potential impediments in conventional educational settings to the application of technologies for improving learning systems. Students also consider technology specific impacts and applications including digital plagiarism, digital divide, if 776, this is the final core course in the program. Students' capstone experience, begun in 766 is completed and presented in a professional online portfolio with evidence and reflection upon their learning through the entire program. The portfolio is presented to an audience of peers. If 776A, the packaging of this portfolio extends through the next course, 776B.

On Occasion, 3 credits

EDT 776B Culminating Experience: Actualizing Systemic Technology-Based Learning

This course serves as the culminating experience for the core of the program, if nine cores are designed for the team. Students are expected to finish developing personal and group learning systems, professionally present and support those systems to peers and mentors, and synthesize their experience in the program.

Mentors review program contracts with students. The capstone experience, the online professional portfolio is completed in this semester and presented to an audience of peers.

On Occasion, 3 credits

Non-Core Courses

EDT 701A through EDT 701Z

Technology and Learning

Conferencing: Attending Professional Conferences

This course may be taken more than once. Each time it will have a new letter designation. For example, The National Educational Computing Conference (NECC) in 2003 might be EDT 701A, Technology and Learning Conferencing: National Educational Computing Conference, Seattle, WA, June/July, 2003, while another conference in 2003, might be EDT 701B with its specifications. And so on. This course creates an intensive learning experience for the student before, during, and after a major national conference with a strong focus on technology and learning. One dimension of the course is hearing renowned speakers, attending sessions, interacting directly with a broad base of presenters, interviewing exhibitors while exploring new technologies, and reading extensively in both peer-reviewed scholarly research papers and work on practical ideas for effective technologies used purposefully in K-12 settings. Another is the work with the faculty mentor who provides a framework for planning, study, and initial research prior to the conference; team building with all taking the course; mentorship and discussions during the conference; and production including communications and presentation afterwards. Outcomes include discussions online before, during, and after the conference, e-mails with people around the country who have presented, and after the conference a reflective paper and the construction of an interactive, multimedia website for others to view. Together, these constitute a personal portrait of substantive learning based around the conference, in which students evidence learning in the T.E.A.M. program frameworks and each of the three vertical threads (technology, professional growth and scholarship, content/action).

On Occasion, 3 credits

EDT 720 Using Digital Audio and Video in the Classroom

This course prepares educators to incorporate digital audio and video content in their classrooms. Students acquire advanced technical skills in creating and

editing digital audio and video content as they develop pedagogy and practical applications for K-12 learners.

On Occasion, 3 credits

EDT 801A through EDT 801Z Technology and Learning Camp

This course may be taken more than once. Each time it will have a new letter designation. For example, Technology and Learning Camp 2003 might be EDT 801A, while Technology and Learning Camp 2004 might be EDT 801B. And so on. This course models the creation of a constructivist learning environment in an intensive learning experience in residence for five days, preceded and followed by extensive work in preparation in pre-Camp and synthesis in post-Camp. Student-generated curriculum tied to New York State Learning Standards is presented at the end of the in-residence Camp period. The development of the curriculum and the resulting curriculum for K-12 students is constructivist in design and uses best practices of technology integration into content. Students join cohorts from pre-Camp through post-Camp to explore key issues related to technology integration into curriculum and developmentally appropriate uses of technology. They acquire or refine technology skills and design, develop, produce, and assess an interactive multimedia website, their curriculum project. Online conversations join all together in the Camp experience before and after residency. The content, the technology study, and the project development build from pre-Camp study and communications through the five days in residency. Work after camp includes further study and a reflective paper on the entire experience.

On Occasion, 3 credits

EDT 811 Using Computers as Mindtools in K-12 Classrooms

This course focuses on the use of software applications as "mindtools" to support learning in K12 learning environments. Mindtools, computer software applications, enable learners to represent what they have learned and know rather than replicating a teacher's interpretation. Students develop learning modules for their classes that make use of computers as mindtools. Students in the course develop the technology skills for several software applications that are necessary for building their own knowledge representations of content in their fields of expertise.

On Occasion, 3 credits

EDT 812 Designing Internet-based Instruction for the K-12 Classroom

Students enrolled in this course will create learning materials that will integrate the Internet effectively in their classes. Students create web-enhanced lessons and develop web-based learning environments based on existing instructional models. As part of this course, students also discuss effective searching, Internet-related safety and ethical issues, effective use of Internet communication tools, and questions to consider when evaluating the instructional usefulness of a website.

On Occasion, 3 credits

EDT 825 Building Interactive Web Systems

This course extends upon basic web design to include the capacity to read and write data in data bases (e.g., Microsoft Access or SQL, Oracle, etc.). Students learn educational applications that use the web for capturing user input for storage and analysis, for retrieving stored data based upon a particular user's needs, and for searching data systems based upon user queries. Students design applications for their own learner constituencies and justify their use from a pedagogical perspective.

On Occasion, 3 credits

EDT 831A Using Computer-Based Simulations: Astronomy Education

In this course, the computer functions as a virtual planetarium. By immersion in a "perfect" simulation the student explores and interacts with both the real and apparent motions of the solar system bodies. Special attention is paid to the Earth/Moon/Sun system to develop an understanding of such diverse concepts as the seasons, "rising/setting," lunar phases, length of day, and eclipses. Also, the interaction of the planets, comets, and other aspects of the night sky are simulated. Relevance and applications to New York State Learning Standards are explored.

On Occasion, 3 credits

EDT 831B Special Topics: Simulation and Gaming as an Interface to Learning: Virtual Environments

This course explores virtual reality (VR) technology and its use in educational contexts. It covers the basics of setting up a virtual "presence" (e.g., in Second Life) and proceeds through more advanced techniques such as building virtual structures and applying scripts to create interactive virtual experiences. No previous knowledge is required. Course activities and projects focus on the development of learning experiences using VR environments. This affords

educators the opportunity to explore the various ways that VR environments can be used to enrich the educational experiences of their students. Application to K-12 student learners in virtual environments will be addressed with readings and discussions throughout.

On Occasion, 3 credits

EDT 841 Electronic Educational Village Project: Applying Technology In Learning

In this course, students apply their knowledge from previous semesters about developmental psychology, constructivist learning environments, systems theory and education, and educational technologies to build learning communities and systems. Students have identified projects in their previous courses that they will continue to building the course. Students work in groups to develop a number of technology-based products enhancing the teaching and learning systems they worked on through the preceding year. Students work individually to design technology-enhanced lessons (and sample products) based on various instructional design models representing both cognitive and constructivist theories. Students also study and apply message design theory to all of their products for this course.

On Occasion, 3 credits

EDT 851 Special Topics: Applying Digital Photography in Education

The digital camera offers educators an increasingly affordable and approachable tool for engaging, recording, and teaching students. Affordability and ease-of-use are not, however, the critical ingredients leading to successful and creative deployment of the tool in the classroom. Rather, research and practice-based exercises surrounding technical, evaluative, and curricular issues offer educators the core skills and background that lead to successful technology adoption. This class provides students with experience that directly impacts the way they come to view and use the digital camera as an educational tool. Such impact has implications for the educators, students, administrators and schools that the lessons learned in this class come to reach. The course focuses on three areas that combine to provide the student with a well-grounded educational experience. First, students work through a variety of topics and exercises designed to improve their technical use of digital cameras. Second, topics and exercises surrounding critical viewing of digital photographs are pursued. Finally, the class works through materials designed to strengthen their ability to creatively

envision and deploy digital photography within their own curriculum. Students engage in discussions how photography applies to student learners in K-12.
On Occasion, 3 credits

EDT 907P Special Topics: Applying Digital Photography in Education (Advanced)

This advanced course builds upon the basics of the subject taught in EDT 851, which includes the camera and digital still image manipulation, and how images can be used in teaching and learning environments. In this advanced course, students take photographs with greater sophistication, edit their images with advanced tools, display their images for themselves and others to critique using advanced presentation tools, and participate in ongoing online dialogue on techniques, styles, and applications of digital photography in teaching and learning. Students deploy digital photography in meeting the educational goals of their classrooms by creating a series of photo portfolios that demand unique technical and creative approaches to the medium. These photography assignments are coupled with exercises in viewing and critiquing portfolios captured by other students in the class. Finally, students are asked to develop lesson plans that make use of the advanced techniques they gather in the class in their particular certification area(s).

*Prerequisite: EDT 851 Special Topics: Applying Digital Photography in Education
On Occasion, 3 credits*

EDT 908B Assistive and Instructional Technologies for Individuals with Disabilities: Current Research and Practice

Assistive and instructional technologies refer to the application of technology to meet the needs of students throughout special education. IEP teams are now required to consider Assistive Technology for all children in Special Education. This summer institute is designed to bring some of the leading researchers, developers and practitioners in this emerging area to Long Island University. Topics include: overview of assistive technology, applications with students with learning disabilities, recent research and development in multimedia applications for at-risk and mildly disabled students, applications for students with physical and/or speech impairments, and integrating assistive technology within the IEP and into the classroom.
On Occasion, 3 credits

SPECIAL EDUCATION AND LITERACY

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Degree Programs

The Department of Special Education and Literacy offers curricula leading to the Master of Science Degree. The program in Special Education leads to New York State Certification, Grades 1-6. The Literacy program leads to New York Certification for Reading Teachers, Birth-Grade 6.

Admission Requirements

Requirements for admission include an undergraduate grade point average of 2.75 in the candidate's major field and a 2.50 cumulative average. In addition, a provisional or initial teaching certificate is required. Special Education applicants must hold provisional or initial certification in Elementary or Childhood Education. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.

Master's Degree in Special Education (M.S.Ed.) (1-6)

Program Requirements (30 credits)

EDS 600 Introduction to the Study of the Exceptional Child
EDS 620 Assessment and Diagnosis of Children with Disabilities
EDS 617 Literacy for Children with Disabilities: Birth-Grade 6
EDS 624 Contemporary Issues and Research in Special Education
EDS 630 Curriculum-Based Assessment and Instruction of Students with Mild Disabilities (includes 15 hours of field observation)
EDS 631 Curriculum-Based Assessment and Instruction of Students with Severe Disabilities (includes 15 hours of field observation)
EDS 632 Instruction and Classroom Management for Children with Emotional and Behavior Problems (includes 10 hours of field observation)

EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (includes 10 hours of field observation)
EDS 702 Practicum in Special Education
EDS ____ Elective in Special Education
Students may choose a Special Education course as an elective.

Master's Degree in Special Education with Concentration in Autism (30 credits)

EDS 600 Introduction to the Study of the Exceptional Child
EDS 617 Literacy for Children with Disabilities: Birth-Grade 6
EDS 620 Assessment and Diagnosis of Children with Disabilities
*EDS 625 Contemporary Issues in Autism Spectrum Disorders
*EDS 629 Curriculum-based Assessment and Instruction of Students with Severe Disabilities (includes 15 hours of field observation) Fall Only
EDS 630 Curriculum-Based Assessment and Instruction of Students with Mild Disabilities (Includes 15 hours of field observation)
*EDS 635 Behavior Management for Children with Autism and Developmental Disorders (includes 10 hours of field observation) Fall only
SPE 681 Communication Development and Language Disorders in Children with Autism Spring Only
EDS 704 Practicum in Special Education/Autism
EDS 750 Institute: Diagnosis and Treatment of Autism Summer Only
*BCBA National Association Certified

Master's Degree in Literacy: Birth-Grade 6 (M.S.Ed.)

Program Requirements (30 credits)

EDS 600 Introduction to the Study of the Exceptional Child
EDS 610 Literacy Teaching and Learning: Birth-Grade 6
EDS 613 Literacy and Children's Literature: Birth-Grade 6
EDS 615 Practicum I Literacy Assessment and Intervention: Birth-Grade 6

EDS 616 Practicum II Literacy Intervention: Birth-Grade 6
EDS 619 Literacy and Literature-Based Reading Instruction: Birth-Grade 6
EDS 622 Contemporary Issues in Literacy Research: Birth-Grade 6
EDS 640 Literacy in the Content Areas: Birth-Grade 6
EDS 642 Literacy and Language Arts Instruction: Birth-Grade 6
EDS 703 Practicum III Overcoming Literacy Difficulties: Birth-Grade 6

For plans of study in the following degree programs, consult with an advisor:

- M.S. in Childhood/Special Education
- M.S. in Childhood/Literacy

Special Education and Literacy Course Descriptions

EDS 600 Introduction to the Study of the Exceptional Child

A basic introduction to exceptionality. A consideration of emotional, neurological, and physically based etiologies as they relate to exceptionality. Specific reference will be given to an overview of disability and impairment and to a system of classification and criteria of classification.
Each Semester, 3 credits

EDS 605 Beginning Reading and Writing Emergent Literacy

This course is designed for teachers who will learn about the teaching of language arts – reading, writing, listening, and speaking in the early childhood classroom. This course will acquaint teachers with scientifically based research, theory, principles, practices, strategies, techniques and tools that are appropriate when considering literacy development in the early years (birth through second grade). The stages of child development and language acquisition will provide the framework for observing children's literacy development and determining appropriate approaches to literacy instruction.
Each Semester, 3 credits

EDS 610 Literacy Teaching and Learning: Birth-Grade 6

A study of strategies and resources in childhood language acquisition and the teaching of literacy for elementary school children. The newest techniques and research findings will be discussed. Students will observe, plan and instruct sample literacy lessons.
Each Semester, 3 credits

EDS 611 Literacy Assessment for the Classroom Teacher: Birth-Grade 6

This course will acquaint students with current assessment techniques that can be used to evaluate elementary school children within the general education classroom. An emphasis will be placed on current literacy practices, techniques, and strategies used in treating problems of the elementary school child. Effective integration of technology in support of literacy within the classroom setting will be explored. Students will be involved in developing and discussing case studies.

Prerequisite: EDS 610

Each Semester, 3 credits

EDS 612 Literacy Teaching and Learning 5-12

This course is designed to introduce the content and methods of literacy instruction for adolescent students. Beliefs and theories which have become the basis for instructional practices will also be discussed, as will the use of technologies which might offer new insights and opportunities for adolescent literacy instruction.

On Occasion, 3 credits

EDS 613 Literacy and Children's Literature: Birth-Grade 6

A survey of the literature for the school child with emphasis on the quality and characteristics of reading materials suitable for various groups. The changing characteristics of children's reading interests and the presentation of books through various media will be included. A reading file will be developed for a particular age group.

Each Semester, 3 credits

EDS 615 Practicum I. Literacy Assessment and Intervention: Birth-Grade 6

Lecture: The course will stress diagnostic procedures for reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; report writing and materials of instruction in these areas. Causative factors contributing to specific reading problems will also be explored and discussed. Clinic: Students will develop case studies with individual clients.

Each Semester, 3 credits

EDS 616 Practicum II. Literacy Intervention: Birth-Grade 6

The course will stress corrective procedures, planning and management for children with reading disabilities. Major creative techniques and clinical remedial procedures will be included.

Clinic: Students will work with individual clients for a minimum of 20 hours under clinical supervision.

Each Semester, 3 credits

Prerequisite EDS 615

EDS 617 Literacy for Children with Disabilities: Birth-Grade 6

This course covers theory, research and effective practices for teaching students with significant reading problems. Specifically, graduates will become immersed in the assessment of literacy problems and their use to provide effective instruction. Both formal and informal instruments will be discussed for determining children's strengths and needs. A variety of instructional approaches will be considered for developing reading strategies and skills in children with disabilities.

Each Semester, 3 credits

EDS 619 Literacy and Literature-Based Reading Instruction: Birth-Grade 6

Literature-based reading relies on quality literature as an integral part of developing children's literacy. This course provides the background and description of literature-based reading instructions and is concerned with planning, developing and implementing such instruction. The ways in which quality literature enriches the lives of children and the implication of literature-based reading instruction upon the total school program will also be discussed.

On Occasion, 3 credits

EDS 620 Assessment and Diagnosis of Children with Disabilities

An introduction to instruments and valuation strategies used in assessing children with disabilities and the environmental conditions which contribute to their problems in learning. Practice in administration of test interpretation of results, with suggested remedial and therapeutic interventions, is an important facet of this course.

Each Semester, 3 credits

EDS 622 Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culminating Experience)

This course involves the study of critical issues in literacy education. Theory, research and practice will be explored through a vast body of knowledge and field of inquiry related to the perspectives of psychology, sociology, linguistics, and other pertinent areas. Specifically, a wide variety of important topics will be addressed, including balanced reading instruction, phonemic awareness and phonics, multicultural perspectives, literacy learning, basal materials and literature-

based resources, traditional and invented spelling practices, process writing, emergent literacy, content literacy, struggling literacy learners, and literacy assessment. Within this context, a diversity of positions and opinions will be considered as students formulate their own views by engaging in activities that encourage critical analysis and independent thinking. Taken within the last 9 credits.

Each Semester, 3 credits

EDS 624, *EDS 625 Contemporary Issues and Research in Special Education/Autism (Culminating Experience)

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting the field and its theoretical base. Taken within the last 9 credits.

Each Semester, 3 credits

***EDS 629 Curriculum based assessment and Instruction STD Severe disabilities-Autism**

This course focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skills in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities.

On Occasion, 3 credits

EDS 630 Curriculum-Based Assessment and Instruction of Students with Mild Disabilities

The course will examine the complexity of the issues inherent in the teaching-learning process with particular reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of assessment procedures that focus on effective instructional planning and can reverse the cycle of failure for students with mild disabilities will be emphasized.

An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as reading, writing and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed. The course also includes 15 hours of field observation.

Each Semester, 3 credits

EDS 631 Curriculum-Based Assessment and Instruction of Students with Severe Disabilities

This course focuses on methodologies of: assessment; curriculum development; individualized educational planning; and instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities.

The course includes 15 hours of field observation.

Field experiences are required.

Each Semester, 3 credits

EDS 632 Instruction and Classroom Management for Children with Emotional and Behavior Problems

Focus in this course will be on program development which will include prescriptive remediation based on diagnostic assessment. A consideration of instructional techniques and resources will be of central focus. Fundamental skills in classroom management and in dealing with maladaptive behavior in both inclusive and non-inclusive educational settings will also be surveyed. The course also includes 10 hours of field observation.

Each Semester, 3 credits

EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)

Inclusion represents one of the most significant challenges facing education in recent years. It requires critical changes in attitudes and practice for both general

and special educators. This course will explore the concept of inclusion, discuss it from both a theoretical and practical perspective, and present strategies necessary for it to be successful. Included will be discussions of historical and current perspectives, collaboration among professionals, practical classroom administration, instructional adaptations, etc. One specific mechanism to facilitate inclusion will be the use of assistive and instructional technologies with an emphasis on those that can assist in the integration of students with disabilities. The course also includes 10 hours of field observation.

Each Semester, 3 credits

***EDS 635 Behavior Management for Children with Autism and Developmental Disabilities**

This course provides an introduction to the principles of applied behavior analysis (ABA) and its application for children with autism and other developmental disabilities. Procedures applicable to both individuals and groups will be studied, with particular attention to the area of autism. Skill-building techniques and strategies will be covered with attention devoted to data collection for assessment, evaluation and record keeping. Procedures to improve skills and behaviors as well as to reduce maladaptive and/or stereotypic behaviors will be covered. Opportunities to implement ABA procedures will occur in class, as well as outside of class.

Fall, 3 credits

EDS 640 Literacy in the Content Areas: Birth-Grade 6

This course will review expository and narrative Materials in the content areas as well as those skills unique to each content field. Readability of texts will be explored and means of adapting instruction to a variety of levels in reading will be discussed. Schema development and direct instruction will be emphasized.

Each Semester, 3 credits

EDS 641 Literacy in the Content Areas: Grades 5-12

In his course, significant issues concerning adolescent literacy across the curriculum will be highlighted. Specifically, information concerning literacy development in adolescents will be explored in the context of varied philosophies, theories and practical applications. From this context, a range of viewpoints will be discussed and analyzed to provide a foundation for identifying and appraising a variety of perspectives on each issue concerning content are literacy for adolescents.

On Occasion, 3 credits

EDS 642 Literacy and Language Arts Instruction: Birth-Grade 6

This course will enable teachers to develop a conceptual framework for the teaching of reading and written communication skills in schools, focusing on composition, syntax, writing, spelling, and handwriting as interrelated elements of written expression. Instructional practices and materials will be presented, analyzed and evaluated for classroom implementation.

Each Semester, 3 credits

EDS 652 ,Special Ed. A-Z Putting it All Together

Chances are that in the field of special education a graduate of a special education program will probably be hired as a teacher in one of three possible settings: resource room, self-contained special class or an inclusion setting. The first goal of this course will be to discuss the various steps that should be taken to insure the welfare of the children, the proper educational setting, information that should be gathered and other areas to make the individual's job easier and more rewarding. This course assumes nothing and provides important information for all three settings.

The second purpose of this course is to understand the needs of parents of children with disabilities in today's schools. This course will also familiarize students with the rights of parents in the special education process, the laws governing special education, the legal requirements of due process, holding responsible and practical parent conferences, helping parents work with their children at home, dealing and coping strategies for a variety of parent personality styles, explaining strategies to parents, working with parents on IEP development, and the role of the special education teacher in assisting parents and their children with transition services.

Fall and Spring, 3 credits

EDS 702/EDS704 (Autism) Supervised Practicum in Special Education

The NYS Department of Education defines the practica as a structured, college-supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.

Fall, Spring, 3 credits

EDS 703 Practicum III Overcoming Literacy Difficulties: Birth-Grade 6
(Open only to students in Literacy specialization.)

Students will have full responsibility for diagnosis, correction and remediation of clients with various types of reading problems. Case studies will be developed and instruction will take place under supervision in the University clinic. A minimum of 30 contact-hours will be required in addition to weekly seminars.
Prerequisite: EDS 615, EDS 616
Each Semester, 3 credits

EDS 712 Supervised Student Teaching and Seminar in Special Education (Autism), EDS 713 (Dual)

Student teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.
Fall, Spring, 3 credits

EDS 750 Institute on Diagnosis and Treatment of Autism and Related Disorders Throughout the Lifecycle

This course is designed to introduce the student to an array of psychopathology that children with autism and related disorders present during the developmental period. Special emphasis is placed on building a working competency in differentiating autism from other forms of severe psychopathology, such as childhood schizophrenia, severe language disorders, borderline syndromes of childhood, or severe behavior disorders. In addition, the awareness of co-morbidity of other disorders with autism (e.g., Attention Deficit Hyperactivity Disorder) will be emphasized. The multi-modal and interdisciplinary approaches to treatment of these disorders will be stressed. This course will have didactic sessions, readings, video presentations, and case studies.
Summer Institute, 3 credits

SPE 681 Communication Development and Language Disorders in Children with Autism

This course provides information on the pathology and communicative characteristics of children with autism or pervasive developmental disabilities. The

course will cover the areas of prevalence, identification, diagnostic assessment and intervention, as well as social, emotional and cognitive aspects of communication and language development in individuals who demonstrate a spectrum of symptoms and behaviors that are collectively known as autism.
Spring, 3 credits

COMMUNICATION SCIENCE AND DISORDERS

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Degree Program

The Communication Sciences and Disorders Program offers a Master of Arts in Speech-Language Pathology.

This program, accredited in the area of Speech-Language Pathology by the Council on Academic Accreditation (CAA) in speech language pathology, provides advanced training in speech-language pathology, that meets ASHA certification requirements, New York State requirements for licensure in speech-language pathology, and New York State Certificate for Teacher of Children with Speech and Language Disorders certification requirements.

Admission Requirements

Each prospective student's academic background and training will be evaluated to determine if he or she needs to complete any prerequisite courses. Prerequisite work will not count toward the 58-credit master's degree requirements. For admission to the program, an undergraduate degree in communication sciences and disorders is preferred, but a background in other areas will be considered. Prerequisite work must be completed prior to full matriculation.

Admission is restricted and requires a general undergraduate grade point average of 3.00 and a 3.00 average in the major area.

Admission is for the Fall semester only. Applications must be submitted by February 1 for the following Fall term. All supporting credentials (transcripts, GRE scores, three letters of recommendation, personal statement and résumé) must be submitted by February 1. The program requires completion of at least 58 master's-level credits. The degree candidate selects either a thesis (3 additional credits) or comprehensive examination option to complete.

During the four-semester sequence of clinical practica, students will not be able to work full-time. These courses require a minimum of three days per week and may be a full-time commitment.

Prerequisites

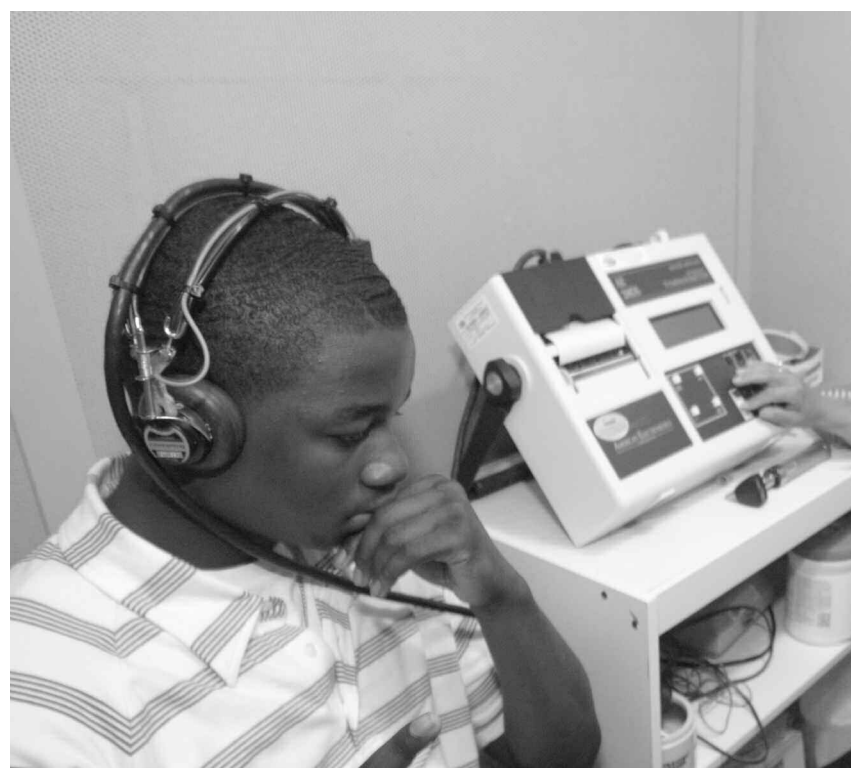
Prerequisite courses for students who have not had prior coursework in speech-language pathology, Speech 51, 63, 82, 84, 90, 580. and Education 14, 15A, 41 or Education 600, 601, 604 and, in some instances, additional courses, also are prerequisites for the M.A. degree. Applications may be submitted before prerequisites have been completed. These applicants will be considered for admission with a limited matriculated status. Full matriculation will be granted upon completion of the prerequisites with grades of B or better.

Speech-Language Pathology – M.A.

Program Requirements

Required Courses

<i>Courses</i>	<i>Credits</i>
SPE 601 Neuroanatomy of the Speech/Language and Hearing Mechanisms	3
SPE 610 Speech Science	3
*SPE 620 Clinical Methods and Focused Observation in Speech-Language Pathology	1
*SPE 626 Practicum in Diagnostic Evaluation of Communication Disorders	1
SPE 625 Introduction to Clinical Practice in Speech-Language Pathology	2
SPE 627 Practicum in Audiology	1
SPE 628 Clinical Practice in Speech/Language Pathology I	2
SPE 631 Aracticum in an Adult Setting	3
SPE 632 Practicum in a School Setting	3
SPE 633 Diagnostic Procedures in Speech-Language Pathology	3
SPE 680 Swallowing Disorders in Children and Adults for the Speech-Language Pathologist	3
SPE 682 Voice Disorders	3
SPE 684 Stuttering	3
SPE 685 Aphasia and Related Disorders	3



SPE 687 Phonological and Articulation Disorders in Children	3
SPE 689 Language Disorders in Children and Adolescents	3
SPE 690 School-Based Language Intervention for the Speech Language Pathologist	3
SPE 691 Motor Speech Disorders in Adults and Children	3
SPE 692 Aural Rehabilitation	3
SPE 707 Research Problems in Speech-Language Pathology	3
*EDU 613 Methods & Materials in Speech-Language Pathology	3
*SPE 634 PASS: Practical Application of State Standards for School Bases Speech Language Pathologists	3
<i>*One of these courses is required.</i>	

Electives

<i>Courses</i>	<i>Credits</i>
SPE 629 Clinical Practice in Speech-Language Pathology II	3
SPE 681 Language Characteristics in People with Mental Retardation and/or Autism	3
SPE 683 Craniofacial Anomalies and Related Speech Disorders	3
SPE 694 Communication Intervention for Infants and Toddlers	3

Culminating Options

Thesis Seminar: Speech 708
(3 additional credits)
Program Total = 61 credits

Comprehensive Examination

Program Total = 58 credits

Unsatisfactory Grades

Students who receive a grade below B in one graduate course are considered to have an academic deficiency and will be informed of this in a warning letter. A second grade below B after the student receives a formal warning of the deficiency results in departmental action to dismiss from the program.

Demonstrated competence in clinical skills as well as academic performance is necessary for a successful completion of this program.

Academic Complaints and Appeals

Complaints must first be taken to class instructor or the Department Chair as appropriate.

If not resolved, the student may bring the grievance to the Dean of the School of Education.

If not resolved, the student may bring a written grievance to the Vice President of Academic Affairs.

Complaints that impact on the fulfillment of professional accreditation standards may at this point be directed to the ASHA Council of Academic Accreditation.

Speech-Language Pathology Course Descriptions

SPE 580 Introduction to Speech-Language Pathology

This is a survey course designed to provide prospective speech-language pathologists with an overall perspective on the causes, as well as principles of assessment and management of individuals with communication disorders such as speech, language, voice or fluency disturbances related to functional and/or organic disorders. Twenty-five hours of observation are required of the students. Instruction in the current ASHA Code of Ethics is offered.

Graduate level prerequisite course
Fall, 4 credits

SPE 601 Neuroanatomy of the Speech, Language and Hearing Mechanism

This course is designed to provide the student with a working knowledge of the anatomical landmarks of the central nervous system, its physiology, and those pathological disorders which are speech-language-hearing specific. Its goal is to familiarize the student with basic brain behaviors. It is particularly useful to those students who choose to work with neurologically impaired children and adults.

Prerequisite: SPE 84
Fall, 3 credits

SPE 610 Speech Science

This course provides a basic understanding of speech acoustics, and its application in the study of speech production and perception, as well as techniques of speech analysis and synthesis used in current speech research. Various speech instrumentation is also studied. Laboratory exercises allow students hands-on experience that integrates theories with clinical practice.

Prerequisites: SPE 51, 82, 84
Fall, 3 credits

SPE 620 Clinical Methods and Focused Observation in Speech-Language Pathology

The purpose of this one credit seminar is to provide each student with an introduction to clinical methods used in preven-

tion, evaluation and treatment of communication and related disorders across the life span in speech-language pathology. Students will have an opportunity to observe sessions in the Ladge Speech and Hearing Center, and participate in lectures, reading, video tape analysis, seminar participation and role playing to better understand the thought process for session planning and interaction. The class will help students become better prepared for direct clinical interaction with clients in the subsequent semester in Speech 625.

Experiences will be supervised by the Director of the Ladge Speech and Hearing Center and the supervisory staff. A seminar class will meet regularly to review and discuss theoretical and procedural information and review textbook material and observations.

Every Semester, 1 credit

SPE 625 Introduction to Clinical Practice in Speech-Language Pathology

This course provides the graduate student in speech-language pathology with an overview of the evaluation and therapeutic process with a limited amount of hands-on clinical experience. The course covers fundamental concepts in client-clinician interaction, the clinical process, clinical vocabulary and the supervisory process. Students participate in lecture seminar, clinical observation and therapy, as well as analysis of clinical sessions. Lecture for one hour weekly plus observation and directly supervised clinical interaction with one to three clients over the semester in the Ladge Speech and Hearing Center is included. Forty hours of observation (15 hours must be at the Ladge Speech and Hearing Center) are required prior to registration for this class.

Every Semester, 2 credits

SPE 626 Practicum in Diagnostic Evaluation of Communication Disorders

The purpose of this course is to provide each student with hands-on experience in administering, scoring, analysis and interpretation of standardized tests as well as report writing and referral for children and adults with communication disorders. Research relevant to evaluation and testing procedures and interpretation will be reviewed. Multi-cultural considerations when assessing clients will be addressed as they affect the diagnostic procedure.

Every Semester, 1 credit

SPE 627 Practicum in Audiology

This course is designed to fulfill Audiology Practicum hours for the Speech Pathology Master of Arts Degree. The practicum is completed through observation and some participation of

the audiology and aural rehabilitation services conducted at the Ladge Speech and Hearing Center. A total of 35 hours is required: at least 15 hours related to Diagnostic Audiology and at least 15 hours related to Aural Rehabilitation and the remaining five hours in either of the two. The course focuses on audiology and aural rehabilitation testing techniques, client-professional interaction, appropriate management of client cases, etc.

Prerequisite: SPE 90

Every Semester, 1 credit

SPE 628 Clinical Practicum in Speech-Language Pathology I

This course is a hands-on experience in providing evaluation and treatment, directly supervised by the Communication Sciences and Disorders faculty and staff in the C.W. Post Campus Ladge Speech and Hearing Center. Seminar once a week to discuss clients, clinical procedures, and professional issues includes the ASHA current Code of Ethics, licensure and C.C.C.

Prerequisites: SPE 625, SPE 685, SPE 687 (1 complete, 1 concurrent), SPE 689
Every Semester, 2 credits

SPE 629 Clinical Practicum in Speech-Language Pathology II (optional)

Additional remedial hands-on experience in evaluation and treatment is directly supervised by the Communication Sciences and Disorders faculty in the Ladge Speech and Hearing Center.

There is a seminar once a week to discuss clients and clinical procedures.

Every Semester, 1 to 3 credits

SPE 631 Practicmanan Adult Setting

This course is a continuation of the work in Speech 628 with an emphasis on clinical practicum in speech pathology under the supervision of staff personnel at off-campus centers that provides speech-language services for adults.

Prerequisites: SPE 625, 628, 633, 685 or 691

Every Semester, 3 credits

SPE 632/EDU 925 Practicum in a School Setting

This practicum is designed to fulfill partially requirements for the Teacher of Children with Speech-Language Disabilities. The student becomes familiar with all aspects of the administration of speech-language services in a school and gradually assumes responsibility for caseload management.

Prerequisites: SPE 628, 633

Every Semester, 3 credits

SPE 633 Diagnostic Procedures in Speech-Language Pathology

This course introduces assessment models for communication disorders. Assessment procedures, formulation of diagnostic impressions, and development of recommendations are taught through a combination of lecture, observation and participation in diagnostic sessions. Cultural perspectives related to diagnostic principles and procedures including interviewing and testing are stressed.

Prerequisites: SPE 685, 687, 689

(1 complete, 1 concurrent)

Fall and Summer, 3 credits

SPE 634 PASS: Practical Applications for School Speech-Language Pathologists

This course will be an innovative practical and pragmatic course for speech-language pathologists working in schools today. This course will cover the following from a practical application perspective: making service delivery models work, collaboration, the ABCs of IEPs, parents as communication partners, preparing an in-service workshop for teachers and/or parents, legal landmarks for the SLP, working with the hearing impaired, working within the political framework of the school, and more. The diversity of students and challenges for the speech-language pathologist in schools are constantly changing. This course will seek to prepare School-based SLPs to meet these challenges with practical applications that can be immediately applied to the administration of speech-language services in schools.

Summer, 3 credits

SPE 680 Swallowing Disorders in Children and Adults for the Speech-Language Pathologist

This course will present the anatomy and physiology of normal and disordered oral feeding and swallowing, in infants, pre-school, and school aged children as well as adults. Emphasis will be on medical, cognitive and behavioral issues related to the etiology, diagnosis and treatment of dysphagia. Topics will include evaluation and treatment of oral feeding and swallowing disorders in the home, medical setting and the classroom. Methods of technological assessment including modified barium swallow studies, flexible endoscopic evaluation of swallowing will also be presented.

Prerequisites: SPE 601, 685

Fall, 3 credits

SPE 681 Language Disorders in Severe Developmental Disabilities and Autism

This course will present graduate students in special education and speech-language

pathology with the neurological, cognitive and communicative characteristics of people with developmental disabilities and/or autism. The course will also address social and emotional aspects of language development across the life span, as well as the areas of diagnosis, identification, assessment and intervention. Both traditional and topical methods of intervention will be discussed and contrasted in class discussions. Class participants will be encouraged to share and discuss their work and/or personal experiences as they pertain to course content during the term. Case discussions will be presented that include principles and practices relevant to diagnostic and treatment procedures as they relate to autism spectrum disorders and other developmental disabilities, consistent with ASHA guidelines.

Prerequisites: SPE 601

Spring, 3 credits

SPE 682 Voice Disorders

This course serves to introduce the graduate students of speech pathology the various aspects of normal and pathological voices. The structural, physiological, psychological, and cultural factors that may result in various forms of voice disorders will be discussed. Specifically, the following areas will be included: review of anatomy and physiology of structures involved in voice production; pathophysiology of disordered voice/speech in association with the larynx and vocal tract; diagnosis and treatment methods for disorders associated with the larynx and vocal tract; and anatomy and physiology of speech mechanism, as well as speech rehabilitation, after laryngectomy. Upon completion of the course, the students are expected to develop problem-solving skills in diagnosing and treating voice/speech pathologies based on the information learned in this and previous courses.

Fall and alternating Summers, 3 credits

SPE 683 Craniofacial Anomalies and Related Disorders of Speech

The course aims at learning the effects of craniofacial anomalies on speech development. Particularly, how clefts of the lip and/or palate affect speech production is examined in relation to resonance and velopharyngeal functioning. Focus is on the interdisciplinary team model for speech assessment and treatment. Possible feeding problems in this population are also discussed. Upon completion of the course, the student should be able to: Demonstrate a functional knowledge of the embryological development of the craniofacial area; identify the various

structures of the craniofacial area that are directly involved in speech production and swallowing; identify major causes of craniofacial anomalies, including major syndromes, sequences and associations; identify and discuss specific techniques used in the evaluation and treatment of speech, resonance and velopharyngeal dysfunction associated with craniofacial anomalies; and evaluate resonance problem by using nasometer. In addition, the course provides sufficient information to the students to do well on the National Examinations in Speech-Language Pathology and Audiology.

On occasion, 3 credits

SPE 684 Stuttering

The course covers the major theories and research on the etiology and development of stuttering. Study of diagnostic and therapeutic principles and procedures for children and adults are stressed.

Concurrent: SPE 601

Fall and Spring, 3 credits

SPE 685 Aphasia and Related Disorders

This course presents the physical, theoretical and etiological considerations pertaining to aphasia and related disorders, including dysarthria and cognitive impairments. Diagnostic and therapeutic approaches are studied.

Prerequisite: SPE 601

Spring, 3 credits

SPE 687 Phonological and Articulation Disorders in Children

This course will familiarize the graduate student in speech-language pathology with current concepts concerning the nature of normal phonological development and phonological disorders.

Assessment procedures for detecting articulatory and phonological impairments, motor speech disorders, and treatment procedures for remediating these impairments will be presented. Case discussions will be presented that include principles and practices relevant to diagnostic and treatment procedures as they relate to articulatory, phonological and oral-motor disorders, consistent with ASHA guidelines.

Spring, 3 credits

SPE 689 Language Disorders in Children and Adolescents

Normal acquisition of language is reviewed as a baseline for identifying language and learning disorders and delays. Characteristic features of speech and language in the language disordered child will be covered. Assessment procedures,

including standardized tests and language sample analysis, will be emphasized. Strategies of intervention and implementation of functional therapy programs will be discussed.

Prerequisites: SPE 63, SPE 84, SPE 601 (or concurrently)

Fall and Spring, 3 credits

SPH 690 School-Based Language Intervention for the Speech-Language Pathologist

This course will enable graduate students in speech-language pathology (SLP) to apply the fundamentals learned in normal and disordered processes of speech, language and hearing to the classroom setting. SLP students will be challenged to question more traditional school-based clinical practices, such as relying on intervention conducted in separate settings (e.g., "pull-out" therapy), in light of an increased call for collaboration between regular and special educators and SLPs in the classroom. They will learn to serve the communicative needs of their clients through curriculum-based assessment and intervention. Case discussions will be presented that include principles and practices relevant to diagnostic and treatment procedures as they relate to language-learning disabilities and related language disorders encountered in the school setting, consistent with ASHA guidelines.

Fall and Spring, 3 credits

SPH 691 Motor Speech Disorders in Children and Adults

This course will provide graduate students in speech-language pathology with a comprehensive understanding regarding the nature and treatment of motor speech disorders that may result from: stroke, head trauma, progressive neurological diseases, cerebral palsy, developmental apraxia of speech and developmental dysarthria. Visual and auditory aids, including PowerPoint, overheads and slides, as well as audio/video recordings, will be utilized.

Spring, 3 credits

SPH 692 Aural Rehabilitation

This course provides the graduate student in speech pathology with a broad understanding of the principle theories and methodologies currently applied in aural rehabilitation of hearing impaired persons. The hearing aid as an instrument of rehabilitation is described as well as other assistive listening devices. Also included are techniques of speech reading and auditory training.

Prerequisite: SPH 90

Spring and alternating Summers, 3 credits

SPH 694 Communication-Based Intervention for Infants and Toddlers

This course involves students in a critical study of recent trends and materials for young language impaired infants and toddlers, birth through age three. Special attention is given to developmental approaches and mainstreaming.

Prerequisites: SPH 601, 610, 689 (concurrent)

Summer Session I, 3 credits

SPH 700 Independent Study in Speech-Language Pathology

SPH 707 Research Problems in Speech-Language Pathology

This course provides an understanding of research design and data analysis. Developing skills for critical evaluation of scientific publications is included. Development of a research project culminates in formal presentations of findings.

Prerequisites: SPH 601 (complete), SPH 689 (concurrent)

Fall, Spring, 3 credits

SPH 708 Thesis Seminar

This course covers the preparation of the thesis. The completed thesis must be approved by a committee, and the writer must undergo an oral examination. Enrollment is restricted to students whose projects have been approved by the department faculty. This course may replace the comprehensive examination.

Fall, Spring, 3 credits

EDU 613 Methods and Materials in Speech-Language Pathology

This course will introduce school-based speech-language pathology practices as a learning experience. Students will learn to interface effectively with teachers and other personnel in the schools. Students will explore curriculum and the underpinning components of speech-language development and the impact of speech-language difficulties and differences on children's ability to listen, speak, read, and write. Service delivery models, including classroom collaboration and consultation, will be presented using constructionist techniques and authentic materials.

Summer, 3 credits

INTERDISCIPLINARY EDUCATIONAL STUDIES DOCTOR OF EDUCATION

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Degree Program

The mission of the Ed.D. program is to engage professionals in critical issues in education from a variety of broad, interdisciplinary perspectives. Through this, doctoral candidates will develop an understanding of the complex issues involved in affecting meaningful change in educational policies and practice. The program's vision, as well as the course curriculum, will be informed by a number of successful school reform models. Examples of such models include Levin's Accelerated Schools, Sizer's Coalition of Essential Schools, Hirsch's Core Knowledge, Comer's School Development Program, and Slavin & Madden's Success for All/Roots & Wings. These and other reform models will be critically analyzed by the doctoral candidates under the direction of the doctoral faculty.

The Doctoral Program in Educational Studies serves qualified practicing educators who wish to enhance their research, pedagogical, and leadership skills, while engaging in a process of school change affecting public schools, independent Pre-K – 16 schools, and other organizations involved in Pre-K – 16 education.

The program is built on the premise that research should be conducted in the "laboratory of every day" – in classrooms, schools and communities. Graduates of the program will produce research that addresses identified needs in a particular community of learners.

INTERDISCIPLINARY FOCUS

The Doctorate of Education in Educational Studies concentrates on bringing interdisciplinary perspectives to broad topics in education. Examples of the types of interdisciplinary topics that will be woven through the doctoral curriculum include: viewing child-centered education through the lenses of developmental psychology, adolescent psychology, educational psychology, special education, reading, gifted children, etc.; viewing reform and transformation in education through the lenses of change theory, educational philosophy, educational policy, organizational theory and development, educational technology, etc.; viewing the cultures of Pre-K – 16

education through the lenses of cultural pluralism, organizational values and traditions, gender, etc.; viewing pedagogical innovations through the lenses of curriculum development, alternative assessment, educational technology, learning theory, distance education, etc.; viewing educational leadership in Pre-K – 16 or higher education systems through the lenses of organization theory and behavior, systems theory, leadership, and educational administration; and viewing educational policy studies through the lenses of the “standards” movement, educational finance, special education, accreditation and regulation, access to education, etc.

With this focus on interdisciplinary perspectives, we expect our graduates to think across paradigms and apply multi-method and interdisciplinary approaches to critical questions in education. The approach provides a rich environment in which theory and its practical applications are rigorously studied, scrutinized, and analyzed through an understanding of the interactions between and among multiple fields and paradigms.

Admission Requirements

Applicants must hold a Master's Degree in Education or a related field. Additionally, all applicants must have at least three years of successful teaching, leadership, or equivalent experience in educational practice. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program. After an initial review of applications and supporting documents, some applicants will be invited for a personal interview with at least two committee members: one who represents the Ed.D. core faculty and one who represents the doctoral faculty in the candidate's proposed concentration.

Applicants must submit the following material by March 15th if they wish to begin classes in the Fall Semester.

1. A completed application form (available from the Dean's office in the School of Education at the C.W. Post Campus).
2. A statement of purpose that describes

their educational and professional goals and discusses what they hope to gain from doctoral study at Long Island University. The Statement of Purpose should be computer-generated and double-spaced.

3. A statement of research/inquiry describing the applicant's primary areas of research/inquiry interest. The statement should be 1 to 3 pages in length.
4. Two official copies of all undergraduate and graduate transcripts (from each college or university where courses leading to a Bachelor's and/or Master's degree were taken. Transcripts of all other coursework deemed relevant to the program should also be submitted. Transcripts must be sent in sealed envelopes with the Registrar's signature across the seal.
5. Three letters of recommendation. These letters should be written by persons who can comment from personal knowledge on academic and/or professional qualifications of the applicant for graduate study. Applicants to the Ed.D. program must submit one letter of recommendation from a current or former instructor or professor. An employer, school principal, or superintendent must write one other recommendation. Either an employer, former instructor, or professional colleague of status may write the third letter of recommendation.
6. A copy of a publication or a sample of other scholarly writing.

Applicants are encouraged to submit scores for the general test (verbal, quantitative, and analytical) of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Applicants who do not have a master's degree from a U.S. institution must also submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable score for admission to doctoral study is 600. The TOEFL exam requirement may be waived if the applicant has received a degree from a college or university where English is the primary language of instruction.

Either before or immediately after admission, students must complete any required examinations to assess competence and/or other prerequisite knowledge

identified for the program. Examination results may require that students take courses beyond the standard requirements for the degree. In addition, faculty may recommend supplementary coursework for students electing a particular specialization without sufficient undergraduate or master's preparation. A formal plan of study will be developed by each student with his/her advisor, with the concurrence of two other faculty members, one representing the core and one representing the area of specialization.

Residency and Registration Requirements

All work for the doctoral degree must be completed without ten (10) years from the date of the start of the program. Due to the cohort format of the program and in consideration of the University resources available both for classroom study and research, students are required to maintain registration in every semester until and including the term in which the dissertation is approved by the Doctoral Program faculty and Dean of the School.

Every student must fulfill a residency requirement, which will require the student to be registered for courses as a full-time student for two consecutive semesters and for two consecutive summer sessions. The residency requirement will be fulfilled automatically for all students who follow the standard cohort plan. Students who miss courses scheduled for their entry cohort may be allowed to join a subsequent cohort when the missed coursework is offered.

Academic Policies

The academic policies that govern doctoral students are outlined in a handbook that is given to each student after they have been admitted to the program.

Candidacy for the Degree

All students must be eligible for candidacy. To be eligible, students must successfully complete the following portfolio, the comprehensive exam, and the oral comprehensive exam in their specialized track.

The Portfolio

The qualifying assessment for candidacy for the Ed.D. degree will be the development of a working portfolio organized around a set of pedagogical goals selected in consultation with the doctoral advisor. The portfolio will include goals-driven documentation of personal and professional growth and achieved competence in pedagogy and the area of specialization. This portfolio requirement is designed to provide tangible and authentic evidence of the wide range of knowledge, dispositions, and skills that doctoral candidates should possess. The portfolio is characterized by a systematic, reflective collection of selected artifacts that constitute evidence of the depth and breadth of learning, growth, and mastery in the essential dimensions of the doctoral program.

Candidates will receive ongoing direction for portfolio development from core and specialization faculty throughout their course of study. After completing at least three-quarters of the program, students will be eligible to complete the qualifying assessment process through a public presentation and private evaluation of the portfolio.

All candidates will be required to present their portfolios for assessment in a form designed for this purpose. Doctoral cohorts, instructors, and members of the wider education community will be invited to attend the candidates' formal presentation of the portfolio. A committee of faculty from the core and specialization area will evaluate the portfolio according to predetermined criteria.

Students whose portfolios meet the established criteria will then have their records reviewed by a faculty committee that will recommend advancement to candidacy. Successful candidates will move on to complete their remaining coursework and the dissertation.

Comprehensive Examination.

After completion of the eight core courses students must take and pass a comprehensive exam that deals with the synthesis and application of material presented in the core.

Oral Comprehensive in Specialized Track

After completion of six courses in a specialized track students must take and pass an oral comprehensive exam that deals with the synthesis and application of material presented in the track.

Dissertation Requirements

Once candidacy is established, students will form a dissertation committee approved by the Doctoral Program Director and a Dissertation Committee Chair.

They will enroll in the Dissertation Seminar (3 credits) required of all doctoral students following the successful completion of their coursework.

During the following summer, students will enroll for Dissertation Advisement (3 credits). In the fall of the following year (the fourth year of the program), students will participate in the Doctoral Colloquium Workshop (3 credits) to work on their thesis and/or works in progress.

Students must continually register for Dissertation Advisement (minimum of 3 credits) for the semester(s) during which they are working on their dissertation.

The dissertation must reflect original, theoretically-based, multi-method, interdisciplinary research that has the potential to contribute knowledge about one of the broad organizing strands of the program. The research must include a focus on integrating the core dimensions of the program and the candidates' area of specialization. Students must successfully defend their dissertation to the doctoral dissertation committee they have selected. Upon completing their dissertation, students will be encouraged to submit all or part of their dissertation work for publication.

Curriculum

The Ed.D. program requires a minimum of 51 credits of course work beyond a master's degree. All students complete a core of 24 credits. After completing the core, students choose one of two concentrations: "Teaching and Learning" or "Educational Leadership." Students complete at least 18 credits in one of the two concentration areas. Students also complete a minimum of 12 credits at the dissertation stage. In addition, students must successfully pass a comprehensive examination, a dissertation proposal defense, and a dissertation defense. The statutory limit for completion of all

degree requirements is five years after a student passes the qualifying examination. Normal progression through the program is as follows:

1. Required doctoral level core courses (24 credits)
2. Required doctoral level concentration courses (18 credits)
3. Development and presentation of a working portfolio
4. Comprehensive examination
5. Oral comprehensive in a specialized track
6. Dissertation proposal preparation
7. Dissertation proposal defense
8. Dissertation research
9. Dissertation defense
10. Graduation

Student Cohort Groups

Each incoming class of students will enter the doctoral program as a cohort. Every cohort will travel together as an interdisciplinary group for the first 24 credits, or the first one and a half academic years. After completion of all core course requirements, students will separate from their cohort in order to pursue their particular area of interest in either the Teaching and Learning Concentration or the Educational Leadership Concentration.

Program Requirements Core (24 Credits)

- EDU 1000: Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies (3 credits)
- EDU 1001: Multiple Perspectives on Educational Policy Analysis and the History of Educational Reform (3 credits)
- EDU 1002: Organizational Theory: Approaches to Studying and Analyzing School Organizations (3 credits)
- EDU 1003: Psychological, Sociological, and Cultural Aspects of Human Development (3 credits)
- EDU 1004: School and Community: Policy and Practices (3 credits)
- EDU 1005: Educational Research Methods I (3 credits)
- EDU 1006: Educational Research Methods II (3 credits)

EDU 1007: Applied Research Design in Educational Studies (3 credits)

Concentration Courses (18 credits)

Concentration in Teaching and Learning

- EDU 1101: Collaborative Team Models in Education (3 credits)
 EDU 1102: Facilitating Transitions Throughout the Educational Process (3 credits)
 EDU 1103: Sociopolitical Contexts of Multicultural Education (3 credits)
 EDU 1104: Bilingual and Second Language Acquisition (3 credits)
 EDU 1105: Contemporary Issues in Assessment and Evaluation (3 credits)
 EDU 1106: Technology-Enhanced Teaching and Learning (3 credits)

Concentration in Educational Leadership

- EDU 1201: Educational Reform: An Interdisciplinary Theoretical Perspective (3 credits)
 EDU 1202: Perspectives on Leadership, Restructuring and Teacher Empowerment (3 credits)
 EDU 1203: Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform (3 credits)
 EDU 1204: Public and Community Relations: Creating an Environment Conducive to Educational Reform (3 credits)
 EDU 1205: Critical Issues and Trends in Pre-K – 16 Education (3 credits)
 EDU 1206: School Reform: Instructional Leadership in Pre-K – 16 Settings (3 credits)

Dissertation Courses (9 credits)

- EDU 1008: Dissertation Seminar (3 credits)
 EDU 1009: Doctoral Candidate Colloquium Workshop (3 credits)
 EDU 1010: Dissertation Advisement (3 credits, repeated every semester while dissertation research is in progress)

Interdisciplinary Education Studies Course Descriptions

Core Courses

EDU 1000 Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies

This foundational seminar must be the first course taken in the Ed.D. program. It is designed to give students a meaningful context for the development of knowledge as part of a process growing out of their own experiences. It will examine the underpinnings of belief structures and paradigms, and will explore alternate ways of knowing. By engaging in dialectical methods of critical inquiry, students will critically examine underlying assumptions about how knowledge is constructed and about how modern knowledge systems have tended to become constrained by disciplinary paradigms. By deconstructing the assumptions and interests that limit and legitimize the very questions we ask as educators and scholars, students will explore the philosophical, political, sociological, psychological, and scientific basis of knowledge and approaches to problem solving. Educators, educational leaders, and students alike embody personal, cultural, and socially-constructed beliefs and practices, concepts and norms that strongly influence how they perceive and structure their educational experience. Using the School Development model created by Dr. James P. Comer and his colleagues at Yale as an exemplar of interdisciplinary approaches to the study and practice of education, students will explore the nature of interdisciplinary research and problem-solving. They will begin their development of interdisciplinary perspectives and methods as an approach to analyzing and understanding the complex problems facing education. The seminar will introduce a set of four to six broad problems facing educators today, and students will be challenged to think about and analyze those problems through an interdisciplinary lens. Those broad problems will form organizing threads that will be addressed from an interdisciplinary perspective in the remaining courses throughout the doctoral program. Those problems will also provide the general areas of investigation from which their interdisciplinary dissertation research will be conducted - the culminating experience of the program.

EDU 1001 Multiple Perspectives of Educational Policy Analysis and the History of Education

This course surveys the history of American education and focuses on multiple forces (social, intellectual, cultural, political, etc.) that have shaped education policy and practice. At the same time, the course analyzes important reform efforts since the beginning of public education in the United States and considers their intended and unintended consequences. The course also identifies different ways that education reform and policy define educational success, democratic education, and what it means to prepare citizens in an increasingly global world.

Prerequisite: EDU 1000
 3 credits

EDU 1102 Organizational Theory: Approaches to Studying and Analyzing School Organizations

This course addresses multiple approaches to the study of organizations, organizational behavior, and practices of managing and leading people within the context of public schools. Students will learn how organizations are structured and shaped, what features vary and how they vary, and will better understand how organization theory helps explain organizational structure and behavior. Students will better understand the dynamics of schools and school personnel, as well as the organizational culture that guides and defines public education. Emphasis will be placed on knowledge of principles and issues relating to fiscal operations of school management, school facilities, and the use of space, and to legal issues impacting school operations. With this knowledge, students will discuss conditions that influence leadership and will be better prepared to facilitate organizational change, to enhance their leadership styles, and to improve school effectiveness.

Prerequisite: EDU 1000
 3 credits

EDU 1003 Psychological, Sociological, and Cultural Aspects of Human Development

The purpose of this course is to involve students in tracing the historical path leading to our current understanding of the ways in which psychological, social, and cultural factors intersect and serve as the basis for human development. Field-based experiences will enable students to explore and analyze human interactions in educational settings from multiple perspectives.

Prerequisite: EDU 1000
 3 credits

EDU 1004: School and Community Policy and Practices

This course draws on the knowledge and understanding of policy analysis and effective change strategies, with a specific focus on the diverse social and cultural aspects of a community and those aspects' influence on goals for teaching and student learning. Students will develop interdisciplinary strategies for learning about and communicating with the greater community. The course will acquaint students with the political forces that propel and shape public education at the local, state, and national levels, and with the social issues that impact the operation of schools and school districts. Students will gain an understanding of community relations and will be able to employ collaborative strategies and processes of communication, in order to explore emerging issues and trends that potentially influence the school community.

Prerequisite: EDU 1000
3 credits

EDU 1005 Educational Research Methods I

Students will be introduced to the principles of multi-trait, multi-method, interdisciplinary research methodology. They will be encouraged to apply multiple methods in empirically-based, interdisciplinary research, requiring advanced skills in both qualitative and quantitative modes of inquiry. This course explodes the fundamental elements of empirically-based, qualitative research methods, including: framing research questions, gaining access as a participant observer, interviewing techniques, journal keeping, data collection, coding and validity/reliability testing, and data analysis.

Particular attention will be given to understanding the nature of qualitative research and to the notion that research methods influence observation and conclusions. Upon completion, participants will be able to demonstrate the ability to plan, carry out, and analyze a qualitative research project.

Prerequisite: EDU 1000 in-progress or completed
3 credits

EDU 1006 Educational Research Methods II

Building upon the perspectives and skills developed in Educational Research Methods I, this course explores the application of parametric and non-parametric, multivariate statistics and other quantitative research techniques to the design of empirically-based, interdisciplinary, multi-method studies. A background in

basic descriptive and inferential statistics is required. Emphasis will be placed on sampling design, data collection and coding, data transformations, distributional assumptions and the selection of appropriate statistical models, and the proficiency in using standard statistical software. As a result of this course, students will have the tools to plan and implement quantitative research components of empirically-based, multi-method, interdisciplinary research projects.

Prerequisites: EDU 1000, EDU 1005, and a recent graduate course in basic statistics or permission of the instructor
3 credits

EDU 1007 Applied Research Design in Educational Studies

This course provides students with the opportunity to plan and carry out a research projects using a multi-method, interdisciplinary, theoretical framework and the methods explored in previous courses. The research will utilize appropriate mixed models drawing on multiple research traditions and will include both qualitative and quantitative components. Students will be encouraged to select an area of study that focuses on contemporary educational issues.

Prerequisites: EDU 1000, EDU 1005, and EDU 1006
3 credits

Teaching and Learning Concentration Courses**EDU 1101 Collaborative Team Models in Education**

Drawing on multiple disciplines and an interdisciplinary perspective, this course presents effective collaborative team models that facilitate the inclusion of diverse learners into general education at the elementary, middle, and secondary school levels. Specific populations targeted include students with special needs, as well as those from varied cultural backgrounds. Roles of key players from differing disciplines are examined in relation to a trans-disciplinary team model. Case studies are utilized to illustrate the positive effects that collaboration can have on students, educators, families, and communities with diverse needs and backgrounds.

Prerequisites: EDU 1000, 1005
3 credits

EDU 1102 Facilitating Transitions throughout the Educational Process

This course will examine, from an interdisciplinary perspective, effective ways that educators can facilitate the critical transitions that students experience

throughout the educational process. Specific attention will be given to the following: cognitive changes, such as those in developmental stage and conceptual level; social functioning, such as transitions from family to instructional learning, community membership, culture; and preparing students for post-secondary experiences, such as vocational (career) and college.

Prerequisites: EDU 1000, 1005
3 credits

EDU 1103 Sociopolitical Contexts of Multicultural Education

This course will explore the constant and complex interplay and interactions among personal, social, political, and education factors in exploring the success or failure of students in schools. Research that contributes to the understanding of the complex process of education, and particularly multicultural issues in education, will be examined from an interdisciplinary perspective. Specific attention will be given to: the impact of racism on schooling; discrimination and expectations of students' achievement; structural factors such as school organization and educational policies and practices; and cultural and other differences such as ethnicity, race, gender, language, and class. A rationale for multicultural understanding in an interdisciplinary model will be developed as class members examine case studies about the home, school, community experiences of successful students from various backgrounds, and come to understand how these factors influenced school achievement.
3 credits

EDU 1104 Bilingual and Second Language Acquisition

The purpose of this course is to establish a theoretical framework for understanding the process of acquiring a second language. Students will become familiar with and will evaluate research designs, issues, and theories in second language acquisition, and will consider their possible application to working with English-language learners in settings ranging from early childhood to secondary schools. Students will also explore alternative approaches by conducting original research that reflects the interdisciplinary nature of second language acquisition.
Prerequisites: EDU 1000, 1005
3 credits

EDU 1105 Contemporary Issues in Assessment and Evaluation

This course is designed to explore the ways in which assessment and evaluation can be constructed to address learners with diverse strengths and needs. An his-

torical framework of testing and assessment/evaluation will be defined, and will be understood as a springboard from which current views and practices were developed. Current political and sociological factors impacting testing movements will be examined. Consideration for the restructuring of testing and assessment/evaluation will focus on: the needs of students; the link between instruction and assessment; the relationship between and among local classroom and building needs; district policies and practices; and state curricula, standards, and testing programs.

Prerequisites: EDU 1000, 1005
3 credits

EDU 1106 Technology-Enhanced Teaching and Learning

This course is designed to explore the unique possibilities to integrate educational technology with subject domain learning. Students will explore the research, theory, and applications from their investigations in the field of educational technology. They will integrate these findings with their understanding of the content and pedagogy of literacy education, to create an essential context for meaningful development of literacy-enhanced curriculum models. These models can effect dramatic change in how reading, writing, and critical thinking are taught and learned.

Prerequisites: EDU 1000, 1005
Administration Concentration Courses
3 credits

EDU 1201 Educational Reform: An Interdisciplinary Theoretical Perspective

This course provides an analysis of reform and school leadership against the backdrop of educational administration theories. Emphasis will be placed on using different theoretical and interdisciplinary perspectives to analyze the causes of problems in schools. Students will come to understand how different theoretical frameworks lead policy analysts to look at problems differently, and will focus on a variety of types and sources of information concerning their possible causes.

Prerequisites: EDU 1000, 1005
3 credits

EDU 1202 Perspectives on Leadership, Restructuring, and Teacher Empowerment

This course provides a historical perspective of restructuring and empowerment. Emphasis will be placed on the key dimensions of empowering leadership. As a result, students will have the opportunity

to examine, from an interdisciplinary perspective, various responses to the challenges of empowerment and restructuring. In addition, students will discuss the need to change the roles, culture, and norms within school organizations. The course will examine the leadership behaviors of principals in schools that are successfully experimenting with multi-grade, multi-age classrooms and other innovations that are part of restructuring and empowerment programs. Students will discuss strategies for changing the roles, culture, and norms within school organizations, and will evaluate results where empowering and restructuring programs have been implemented.

Prerequisites: EDU 1000, 1005
3 credits

EDU 1203 Seminar in Fiscal, Legal, and Human Resource Issues in School Renewal and Reform

This seminar explores the fiscal, legal, and human resource issues that confront change agents and school reformers in a school setting. Students will study and analyze current reform and school renewal movements in the public school environment. They will examine these movements in light of prevailing fiscal, legal, and human resource trends. Seminar topics include: charter schools, tuition vouchers, school funding proposals, court decisions affecting educational personnel and financing decisions, restructuring of school curriculum and instruction in light of state efforts to raise standards and increase quality of public schools, social-political trends in finance, and course decisions influencing labor supply and demand in the public sector. The course aims at answering these questions: What are some of the educational outcomes the public expects from schools? What is the public interest in schools? What will schools look like in future decades? What national, state, and local policies will help shape schools? What role do the local and state branches of government play in shaping and designing school renewal efforts? Students will be expected to be familiar with federal, state, and local statutes and regulations that impact on school reform.
Prerequisites: EDU 1000, 1005
3 credits

EDU 1204 Public and Community Relations: Creating Environments Conducive to Educational Reform

This course introduces doctoral students to such topics as building positive school-community relations; building credibility and accountability within the

community; developing a communications plan; creating positive relations with the media; examination of communications in schools with the school or community that may be in crisis and turmoil; and use of electronic media, including the school's website and the Internet, to create positive communication with the school community. In a media-conscious world, the modern school leader will need to be equipped with strong public relations skills, using many of the techniques already successfully being practiced by leaders in the corporate world.

Prerequisites: EDU 1000, 1005
3 credits

EDU 1205 Critical Issues and Trends in Pre-K – 16 Education

This course will explore some of the major paradigms and paradoxes of educational reform, and will evaluate contemporary issues in administration at the elementary, secondary, and post-secondary levels. Using theories of organizational behavior and policies, chaos and complexity, and context and culture, types and definitions of change will be investigated. Management of conflict between professionals and the public over differing conceptions of good practice and the interplay between federal, state, and local policies will be examined. This course will also encourage students to re-evaluate their conceptualizations and beliefs regarding issues and trends in educational reform, a key step in developing a personal framework for leadership. A major focus will be to investigate the influences of educational reform issues on the operation of schools and other educational organizations, and, most importantly, on teaching and learning.

Prerequisites: EDU 1000, 1005
3 credits

EDU 1206 School Reform: Instructional Leadership in Pre-K – 16 Settings

This course examines school reform through an interdisciplinary perspective and through the lens of building-level leadership in Pre-K – 16 context. It will include a study of the tasks, functions, and roles of the principal, assistant principal, department head, building coordinator, and other related leadership positions influencing change in schools and other educational organizations. It will expand student knowledge of research, theory, current practice, and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. It will explore

the educational, political, economic, and social forces that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students, and community in an era of rapid change.

Prerequisites: EDU 1000, 100
3 credits

Dissertation Courses

EDU 1008 Dissertation Seminar

This course integrates content from methods courses with the intent to equip students with the tools for developing a doctoral proposal that meets the Ed.D. program's policies and expectations. Students explore research trends in their interest areas and further develop the skills necessary to critically review literature, to frame research problems, and to design a research study using appropriate methodology. In this course, students are expected to choose a broad topic and develop a related research question, conduct an exhaustive literature review, and develop a pre-proposal.

3 credits

EDU 1009 Doctoral Candidate Colloquium

The doctoral colloquium provides a forum for students to discuss their dissertation proposals and research with each other and with faculty members. Students will be guided through the research process as they develop their proposals, continue writing the research review, and describe the methodologies and analyses necessary for their projects. Students are expected to develop a dissertation proposal that could be presented and defended during the semester in which the colloquium is taken or in the semester immediately following enrollment in the colloquium. After the dissertation proposal is successfully defended and accepted by all members of their committees, students make the necessary arrangements to begin their investigations, including obtaining IRB approval. Once they have approval from the IRB, students begin their data collection process.

3 credits

EDU 1010 Dissertation Advisement

Students are required to continually enroll in three (3) credit hours of EDU 1010 each semester after completing the Doctoral Candidate Colloquium until they have completed and successfully defended their dissertations. In this course students work closely with their dissertation advisors to continue and/or complete their research and writing for the dissertation. After completing the research and the final draft of the dissertation, and once a

draft is approved by the advisor, students submit the work to their other committee members. Students then work closely with their dissertation advisors to develop their oral presentations and become prepared to orally defend their dissertations for the committee and any other interested individuals. Approval of all members of the dissertation committee is necessary for students to earn their Doctorate in Education (Ed.D.).

3 credits

SCHOOL OF HEALTH PROFESSIONS AND NURSING

The School of Health Professions and Nursing at the C.W. Post Campus offers master of science degree programs in Social Work, Medical Biology, Clinical Laboratory Management, Cardiovascular Perfusion, Nursing and Nutrition. The Biomedical Sciences Department programs in Medical Biology include specializations in Hematology, Immunology, Medical Chemistry and Medical Microbiology, as well as master's degree programs in Clinical Laboratory Management and Cardiovascular Perfusion. The Master of Science degree programs in Nursing include Advanced Practice Nursing (Clinical Nurse Specialist), Family Nurse Practitioner and a post-master's Family Nurse Practitioner Certificate Program and Nursing Education. The Master of Science program in Nutrition offers concentrations in Clinical Nutrition, Nutrition and Exercise Physiology, Eating Disorders and Geriatric Nutrition. The Dietetic Internship (DI) is also available from the Nutrition Department. The CSWE accredited Master of Social Work Program offers concentrations in Gerontology, Non-Profit Management and Substance Abuse.

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Degree Programs and Course Groups

Master of Science degree programs in the
Biomedical Science Department include:

M.S. in Medical Biology with Specializations in:

- Hematology
- Immunology
- Medical Chemistry
- Medical Microbiology

M.S. in Clinical Laboratory Management

M.S. in Cardiovascular Perfusion

The Biomedical Sciences Department offers programs for candidates who have received the baccalaureate degree from an accredited college or university and who fulfill the academic criteria described in the admission requirements section for each degree.

The Medical Biology M.S. degree program offers the opportunity to concentrate course work and research in one or more areas of specialization: Hematology, Immunology, Medical Chemistry or Medical Microbiology. Each student selects a minor concentration in one of these four areas.

The M.S. in Clinical Laboratory Management provides technologic and administrative courses to prepare graduates for management careers in clinical laboratory settings. Students may also take an exam sponsored by ASCP following completion of this degree as long as they possess two years of full-time acceptable experience in clinical laboratory supervision or management within the last 10 years.

The M.S. in Cardiovascular Perfusion is offered by the Department of Biomedical Sciences and the Department of Surgery at North Shore University Hospital, Manhasset, New York.

The separate admission requirements for the Cardiovascular Perfusion Program allow students to address a graduate curriculum involving completion of 54 credits:

27 academic credits taught at

C.W. Post Campus
and

27 hospital based course credits with
clinical practica

Admission Procedures

Applicants for graduate programs must submit their credentials to the Graduate Admissions Office for review by the program faculty.

A candidate who meets admissions standards (including a 2.75 in his or her undergraduate major) enters the program as a matriculated student. If the candidate is deficient in one or more entrance requirements, he or she may enter the program as a limited matriculant. After the student fulfills admission and undergraduate requirements and completes 12 graduate credits with an average of 3.00 or better, he or she may apply for matriculated status through the academic counselor. A limited matriculated student may take no more than 12 graduate credits.

Admission Requirements for Medical Biology

Each applicant must have completed undergraduate course work, which includes:

- 1 year of biology
- 1 year college mathematics (may include one semester of statistics)
- 4 semesters (16 credits) in chemistry, including an organic chemistry course
- 1 semester of introductory physics

Deficiencies in any of these qualifications must be removed before 12 hours of graduate study are completed. The prerequisite courses may be taken as a Pass/Fail (P/F) option.

Program of Study

Upon acceptance into the graduate program, each new student should make an appointment with the School of Health Professions and Nursing's Graduate Academic Counselor to complete a tentative plan of study and registration forms.

Master of Science in Medical Biology

This 36 credit degree program within the Department of Biomedical Sciences requires 15 credits in core courses, 15 credits in specialty courses, six credits in a minor specialty area and six credits of electives.

Degree Requirements

Core Courses (12 credits)

Courses	Credits
BMS 513 Biochemistry or	
BMS 550 Medical Chemistry or	
BMS 650 Advanced Clinical	
Chemistry	3
BMS 520/520C	

Pathophysiology I

Course may be substituted with the permission of the department

BMS 612 Pathophysiology II	3
BMS 703 Research Methods	3

*BMS 703 is a prerequisite for

BMS 704; BMS 706; BMS 708; BMS 709	
BMS 704 Clinical Research Thesis or BMS 706 Research Project and Comprehensive Examination or BMS 708 Experimental Research Thesis	3

Specialty Courses (15 credits)

Fifteen credits of specialty coursework are taken in the chosen area. Six credits should be chosen from the supportive electives and general electives.

Hematology Major

Specialty Courses (15 credits)

Courses	Credits
BMS 561 Hematology	3
BMS 561L Hematology Lab	3
BMS 562 Coagulation	3
BMS 581 Immunology/or 673 Cancer Research	3
BMS 661 Advanced Hematology or BMS 665 Exp. Hematopoiesis	3

***Total 6 credits between electives**

Supportive Electives

Courses	Credits
BMS 585 Immunohematology	3
BMS 591 Medical Microbiology	3
BMS 641 Bioinformatics	3
BMS 656 Diagnostic Techniques	3
BMS 687 Advanced Immunology	3
BMS 705 Graduate Seminar	3

General Electives

Courses	Credits
BMS 540 Biostatistics	3
BMS 610 Systemic Pathology	3
BMS 647 Quality Management	3
BMS 650 Advanced Medical Chemistry	3
BMS 651 Pharmacology	3
BMS 655 Toxicology	3
BMS 698 Virology	3

Immunology Major

Specialty Courses (15 credits)

Courses	Credits
BMS 581 Immunology	3
BMS 591 Medical Microbiology or BMS 698 Medical Virology	3
BMS 656 Diagnostic Techniques	3
BMS 673 Cancer Research	3
BMS 687 Advanced Immunology	3

***Total 6 credits between electives**

Supportive Electives

Courses	Credits
BMS 561 Hematology	3
BMS 585 Immunohematology	3
BMS 610 Systemic Pathology	3
BMS 641 Bioinformatics	3
BMS 691 Advanced Microbiology	3
BMS 698 Virology	3
BMS 705 Graduate Seminar	3

General Electives

Courses	Credits
BMS 561L Hematology Lab	3
BMS 562 Coagulation	3
BMS 594 Medical Parasitology	3
BMS 647 Quality Management	3
BMS 650 Advanced Medical Chemistry	3
BMS 651 Pharmacology	3
BMS 655 Toxicology	3
BMS 661 Advanced Hematology	3

Medical Chemistry Major

Specialty Courses (15 credits)

Courses	Credits
BMS 655 Toxicology	3
BMS 650 Advanced Medical Chemistry	3
BMS 561 Hematology	3
BMS 651 Pharmacology	3
BMS 656 Diagnostic Techniques	3

***Total 6 credits between electives**

Supportive Electives

Courses	Credits
BMS 581 Immunology	3
BMS 561L Hematology Lab or BMS 661 Advanced Hematology	3
BMS 591 Medical Microbiology	3
BMS 673 Cancer Research	3
BMS 562 Coagulation	3
BMS 641 Bioinformatics	3
BMS 705 Graduate Seminar	3

General Electives

Courses	Credits
BMS 698 Medical Virology	3
BMS 594 Medical Parasitology	3
BMS 610 Systemic Pathology	3
BMS 687 Advanced Immunology	3
BMS 691 Advanced Medical Microbiology	3
BMS 585 Immunohematology	3
BMS 540 Biostatistics	3
BMS 647 Quality Management	3

Medical Microbiology**Specialty Courses (15 credits)**

Courses	Credits
BMS 581 Immunology	3
BMS 591 Medical Microbiology	3
BMS 594 Medical Parasitology	3
BMS 691 Advanced Medical Microbiology	3
BMS 698 Medical Virology	3

***Total 6 credits between electives**

Supportive Electives

Courses	Credits
BMS 561 Hematology	3
BMS 610 Systemic Pathology	3
BMS 641 Bioinformatics	3
BMS 656 Diagnostic Techniques	3
BMS 673 Cancer Research	3
BMS 687 Advanced Immunology	3
BMS 705 Graduate Seminar	3

General Electives

Courses	Credits
BMS 540 Biostatistics	3
BMS 561L Hematology Lab	3
BMS 562 Coagulation	3
BMS 585 Immunohematology	3
BMS 650 Advanced Medical Chemistry	3
BMS 651 Pharmacology	3
BMS 655 Toxicology	3

The M.S. in Medical Biology allows people to work in the biotechnology industry, clinical setting, pharmaceutical industry or in a research facility.

M.S. in Clinical Laboratory Management

This 36-credit degree program within the Department of Biomedical Sciences is an interdisciplinary technological and administrative program combining graduate courses in medical biology with management training appropriate for clinical laboratory settings.

Students completing the M.S. in Clinical Laboratory Management will have exposure to financial, market, operations and personnel management. ASCP Board of Registry Technologists or those who have two years of full-time acceptable experience in clinical laboratory supervision or management within the past 10 years and who devote 50 per-

cent of their time to supervisory or management responsibilities, are eligible to apply for the Diplomate in Laboratory Management (DLM) sponsored by the ASCP.

Degree Requirements**Core Courses (12 credits)**

Courses	Credits
MPA 502 Organizational Theory	3
BMS 541 or MPA 504 Computer Applications	3
MPA 506 Computer-Based Management Systems	3
HAD 604 Administrative Responsibility and the Legal Environment in the Health Sector	3

Specialty Courses (15 credits)**Select only two courses**

Courses	Credits
HAD 602 Human Resources Management in Health Sector	3
HAD 603 Foundations of Budgeting & Finance in Health Administration	3
BMS 540 Biomedical Statistics	3
BMS 549 Resources Management	3
BMS 647 Quality Management for the Clinical Laboratory	3

Thesis Courses (6 credits)

Courses	Credits
BMS 703 Research Methods	3
BMS 709 Clinical Management Project	3

Recommended Electives (choose only 1)

Courses	Credits
MPA 721 Quality Improvement and Program Evaluation Strategies	3
BMS 641 Bioinformatics	3
BMS 650 Advanced Medical Chemistry	3
BMS 651 Pharmacology	3
BMS 655 Toxicology	3
BMS 656 Diagnostic Techniques in Molecular Pathology	3
BMS 661 Advanced Hematology	3
BMS 673 Cancer Research	3
BMS 687 Advanced Immunology	3
BMS 691 Advanced Medical Microbiology	3
BMS 698 Medical Virology	3
BMS 705 Selected Topics in Medical Biology	3

**Note: Matriculation status is required for all 700 level courses*

Master of Science Degree in Cardiovascular Perfusion

The M.S. Degree in Cardiovascular Perfusion is offered in the Department of Biomedical Sciences in conjunction with the Department of Surgery, Division of Cardiothoracic Surgery at the North Shore University Hospital (North Shore – Long Island Jewish Health Care System) Manhasset, N.Y. The degree program requires completion of 54 graduate course credits: 27 graduate credits are completed at the C.W. Post Campus of Long Island University in the Department of Biomedical Sciences and 27 graduate credits are completed at North Shore University Hospital. North Shore University Hospital also provides the competency-based education component and specialty courses required for entry into the cardiovascular perfusion profession program.

The program is 24 months in length and integrates didactics, clinical courses and practica to provide the educational basis for entry-level skills in cardiovascular perfusion. Students completing all coursework are awarded an M.S. in Cardiovascular Perfusion from the C.W. Post Campus of Long Island University as well as a certificate of completion from North Shore University Hospital. A perfusionist is a highly skilled technologist who is qualified by academic and clinical education to operate extracorporeal circulation equipment during surgical and medical procedures.

Admission Requirements for Cardiovascular Perfusion

1. Completion of a bachelor's degree from an accredited college/university with a minimum GPA of 2.75 on a 4.0 grading scale
2. Undergraduate courses that must be completed include:
 - 2 semesters of college biology (8 credits)
 - 2 semesters of anatomy and physiology (8 credits)
 - 2 semesters of college chemistry (8 credits)
 - 1 semester of college math (3 credits)
 - 1 semester of college physics (3 credits)

3. Three letters of recommendation
4. Admission into the Cardiovascular Perfusion Program at North Shore University Hospital in Manhasset, N.Y.

For further information regarding the program, contact:

For further information regarding the program, contact:

Richard Chan, Program Director
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School of Cardiovascular Perfusion
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(516) 562-1399
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Advanced Standing M.S. Degree Program

An experienced or practicing cardiovascular perfusionist who desires an M.S. in Cardiovascular Perfusion may apply for admission to this program. Their clinical expertise will be evaluated by North Shore University Hospital regarding individual competency in courses of surgery (6 credits); perfusion technology (6 credits); and three clinical practicums (I, II, III) – (5 credits each). The director of the Perfusion Program at NSUH will assign the grades for these courses. The other admission criteria listed above under 1, 2, and 3 must also be met. Students with advanced standing must take 27 credits of graduate coursework in Medical Biology in the Department of Biomedical Sciences at the C.W. Post Campus of Long Island University.

The Curriculum

The M.S. degree in Cardiovascular Perfusion consists of 54 graduate credits: 27 credits are taught at the C.W. Post campus of Long Island University and 27 credits are completed at North Shore University Hospital. C.W. Post Campus courses are taught on a semester basis (Fall: Sept.-Dec.; Spring: Jan.-May; Summer I: May-June). At the hospital, modules are taught throughout the cal-

endar year: Module I (Sept.-Feb., first year); Module II (Feb.-Aug., first year); Module III (Sept.-Feb., second year); Module IV (Feb.-Aug., second year).

Program of Study

All clinical courses are taught during the day, 5 days/week, 8 hours/day. All University-based courses in medical biology are taught in the evening.

Core Courses: (5 courses, 3 credits each = 15 credits total)

BMS 550C Medical Chemistry
BMS 520C Pathophysiology I
BMS 612C Pathophysiology II
BMS 703C Research Methodology
BMS 704C Clinical Research Thesis or BMS 706C Research Project and Comprehensive Examination or BMS 709C Clinical Management Project

Medical Biology Major Courses: (4 courses, 3 credits each = 12 credits total)

BMS 540C Biomedical Statistics
BMS 561C Introduction to Hematology
BMS 562C Theories of Blood Coagulation
BMS 651C Pharmacology
BMS 590C Hospital Communication and Culture Practicum*

*This additional course may be required at the discretion of the program director.

The courses in medical biology are designated with a "C" letter following the course number to reflect a different payment schedule and to track students in the Cardiovascular Perfusion Program.

North Shore University Hospital Based Courses

Module I & II: (Sept.-Feb. and Mar.-Aug.) - First calendar year (2 courses, 6 credits each = 12 credits)
BMS 800C Surgery
BMS 810C Perfusion Technology

Module III & IV: (Sept.-Feb. and Mar.-Aug.) - Second calendar year (3 courses, 5 credits each = 15 credits total)
BMS 820C Clinical Practicum I
BMS 822C Clinical Practicum II
BMS 824C Clinical Practicum III

Alternative Options for Graduate Degree Completion

A student who is not able to maintain a GPA of 3.0 to achieve an M.S. degree in Cardiovascular Perfusion may obtain a certificate of completion from the Cardiovascular Perfusion Program at North Shore University Hospital by meeting the following criteria:
Maintain a minimum GPA of 2.5
Completion of a minimum of 100 perfusion cases
Completion of all didactic courses

A student receiving a certificate of completion will be eligible to take the national board examination to become a certified perfusionist.

A student may also elect to retake medical biology courses to achieve satisfactory grades for an M.S. in Cardiovascular Perfusion.

Should a student be unsuccessful in the cardiovascular perfusion program at the hospital and withdraw, the graduate credits in medical biology toward the completion of an M.S. degree may be applied in Medical Biology specializing in any one of the following areas: Hematology, Immunology, Medical Chemistry or Medical Microbiology.

The following prerequisites must be met for matriculation into the Medical Biology degree program:

- Completion of a bachelor's degree from an accredited college/university
- Completion of 8 credits (1 year) biology
- 16 credits (2 years) college chemistry (inorganic or general and organic/biochemistry)
- 6 credits (1 year) college math
- 4 credits (1 semester) college physics
- 2 letters of reference from college professors

Medical Biology Course Descriptions

* Elective courses that have not been offered at present but may be offered in the future

BMS 511 Biomedical Ethics*

This course is a general survey of the ethical issues relevant to the human life cycle. Topics such as organ transplants, termination of life, euthanasia, abortion, genetic control and medical experimentation are discussed. This course is geared primarily for individuals with a background or interest in the health and medical sciences such as medical technologists, radiologic technologists, nurses, health care administrators and other professionals in the health field.

On Occasion, 3 credits

BMS 513/BIO 513 Biochemistry

This course is an inquiry into the chemistry of biologically important compounds including amino acids, proteins, lipids, carbohydrates, nucleic acids, vitamins, biological oxidation, intermediary metabolism and enzyme systems.

Fall, 3 credits

BMS 520/520C Pathophysiology I

This graduate course introduces the student to human disease processes. The biochemical effects of the diseases as they relate to normal metabolism are also considered. Not required of students who have had an undergraduate class in pathophysiology.

Formerly BMS 611

Fall, 3 credits

BMS 540/540C Biomedical Statistics

This course covers the fundamentals of statistics as applied to medical and biological sciences, including measures of central tendency and variability, theory of sampling, theory of estimation, sample frequency functions, confidence limits, null hypothesis, linear regression and correlation, chi-square test, F-test and analysis of variance, elements of sequential analysis, statistical techniques adapted to laboratory quality control and design of experiments.

Spring, 3 credits

BMS 541/NTR 541 Computer Applications in Health Sciences

This course is an introduction to the use of computers in the various fields of the health sciences. Review of statistical applications for data analysis is also included.

Term project required

Fall, 3 credits

BMS 542 Epidemiology*

This course is an introduction to epidemiologic principles employed in the investigation of disease. A review of public health statistics in relation to disease rates and evaluation of community efforts toward the reduction of these rates is considered. The use of epidemiologic investigations of chronic physical and mental disease is discussed.

On Occasion, 3 credits

BMS 549 Resources Management

Resources Management is a course which addresses important topics in two areas of Laboratory Management: physical and human resources, both of which are essential for professional maintenance and growth of a clinical laboratory. Topics addressed in physical resources included: the accreditation process, certification and licensure of laboratory health professionals, laboratory policies and procedures, workload recording, budgets, purchasing and inventory control, laboratory design, space utilization and laboratory safety. Human resources topics involve the actual clinical laboratory organization, job descriptions, recruitment, hiring and orientation of laboratory personnel, their performance appraisal, staff development and those leadership qualities of management personnel.

Alternate Spring, 3 credits

BMS 550/550C Medical Chemistry

This course is the introduction to the analysis of analytes in body fluids. Emphasis is placed on describing normal and pathophysiologic changes in disease. Quality control, evaluation, interpretation and laboratory tests used in quantitation are presented. The biomedical significance of metabolic disorders of proteins, carbohydrates and lipids is discussed.

Fall, 3 credits

BMS 555 Instrumentation for the Clinical Laboratory*

This course is a study of current principles of automated instrumentation analyses performed in the clinical laboratory. The course provides practical exposure to several commercially available systems.

On Occasion, 3 credits

BMS 561 Hematology (lecture)

This course is to briefly describe the erythroid, myeloid and lymphoid differentiation pathways from the pluripotent stem cell to mature cells. To describe the pathophysiology of anemias, leukemias, lymphomas and pathways for blood coagulation and coagulopathies. Lectures on laboratory experiences emphasize procedures necessary for diagnosis of disease of blood-forming tissues.

Fall, Spring, 3 credits

BMS 561L Hematology Lab

This course is presented as advanced theory and practice in Hematology. Normal and abnormal cellular morphologies are differentiated and contrasted. Methods of assessment and the discussion of normal and abnormal findings are addressed. Correlation of laboratory data and clinical relevance with disease states are emphasized.

Prerequisite: BMS 561

Special fee, \$95

Spring, 3 credits

BMS 562/562C Theories of Blood Coagulation

This course covers the theoretical aspects of blood coagulation in normal and disease states, including laboratory methods which demonstrate various blood factors.

Special fee, \$95

Fall, 3 credits

BMS 574 Tissue Culture*

This course includes the study methods and media for the in-vitro proliferation and maintenance of vertebrate tissue and its application to experimental methods in histology, pharmacology and medical technology.

Special fee, \$95

On Occasion, 3 credits

BMS 580 Immunology: Theory and Laboratory Applications*

This course covers the principles of immunology, including: immunity as a protective mechanism, immunochemistry, cells and organs of the immune system and immunologic disease states. The laboratory emphasizes serologic and other immunologic techniques for disease diagnosis.

Not open to students who have completed BMS 581

Special fee, \$95

On Occasion, 3 credits

BMS 581 Immunology Lecture

This course covers the principles of immunology, including immunity as a protective mechanism, immunochemistry, cells and organs of the immune system and immunologic disease states. Current journal articles describing the role of various cell types in viral, bacterial, malignant, autoimmune and allergic disease are discussed.

Not open to students who have completed BMS 580

Fall, 3 credits

BMS 585 Immunohematology

This course covers a historical perspective of theoretical aspects and laboratory techniques of immunohematology, with emphasis on various blood group systems.

Special fee, \$95

Fall, 3 credits

BMS 590C Hospital Communication and Culture Practicum

This course prepares students for the dynamic environment of a hospital through the total immersion of the student by stressing the cultural environment and preparing for a greater level of communication. The facets of culture distinct to a hospital and surgical room will be explored. An extensive terminology list will be developed by the student and preceptors to establish an understanding and practice diction for vocabulary utilized in the hospital environment. *Spring, 3 credits*

BMS 591 Medical Microbiology

This course serves three purposes: (1) as a "refresher" course to those who are in the field; (2) as a prerequisite for further study in microbiology; and (3) as preparation for professional board examinations. The delineation of microbial species: bacteria, fungi, algae, viruses, rickettsiae, Chlamydia, protozoa, helminthes and other animal parasites implicated in disease is presented. The course covers methods used in diagnostic microbiology as well as medical, clinical, epidemiological and nosocomial aspects of microbial disease states. Additionally, computerization, instrumentation, miniaturization, and DNA recombinant studies applicable to microbiology are covered. *Special fee, \$95*
Fall, 3 credits

BMS 594 Medical Parasitology

This course examines host-parasite relationships relative to disease transmission, pathology, immunology, epidemiology, survey and control. Emphasis on laboratory preparations and diagnosis of parasitic diseases includes those aspects of life cycles that are useful for clinical diagnosis. *Alternate Spring, 3 credits*

BMS 595 Zoonoses*

Diseases of feral and domesticated animals communicable to man, which include bacterial, mycotic, rickettsial, chlamydial, viral, protozoal and helminthic infections are examined. Vectors associated with zoonoses are reviewed. The public health and the epidemiology of the diseases and the procedures used to prevent and control human and animal infection are stressed. Overpopulation of animals as a threat to health and the sociological implications of pet ownership are also discussed. *On Occasion, 3 credits*

BMS 612/612C Pathophysiology II

Molecular, biochemical and metabolic events which identify disease of several body systems are presented. *Prerequisite: BMS 520 or equivalent*
Spring, 3 credits

BMS 641 Bioinformatics

This course provides a one semester introduction and overview to the fields of bioinformatics and genomics. The focus will be on providing a practical description of the topics, tools, issues and current trends in bioinformatics. Topics to be discussed include 1) Introduction to the storage, representation, analysis and retrieval of bioinformatics data; 2) Introduction to genomics and related fields include proteomics, and pharmacogenomics; 3) description and use of nucleic acid, protein, structure, sequence manipulations and analysis including sequence assembly and editing, coding region identification, database searching, retrieval, and similarity analysis, multiple, multiple sequence alignments, restriction analysis, PCR primer design. *Fall, Spring, Or Summer, 3 credits*

BMS 647 Quality Management for the Clinical Laboratory

This course addresses the implementation of quality improvement principles for the Clinical Laboratory. It begins with a discussion of the rationale about continuous quality improvement, the group or teamwork approach to quality improvement, and the process of formulating flowcharts, matrices and quality control charts to analyze and quantitate quality improvement measures. It ends by discussing and responding to actual case situations by utilizing clinical practice guidelines that help to understand the nature of disease processes and outcomes of early interventions. *Alternate Spring, 3 credits*

BMS 648 Microbial Physiology*

This course examines the metabolic activities of bacteria and fungi. Emphasis is placed on the bacterial cell, enzymes, energy, respiration, fermentation, metabolism, synthesis, catabolic, anabolic and amphibolic pathways. Microbiological assays, spectrophotometry, complete fermentation study and other procedures utilizing basic and advanced techniques and equipment are included. Collateral readings and term report are required. *Special fee, \$95*
On Occasion, 3 credits

BMS 650 Advanced Medical Chemistry

This is an advanced course designed to provide in-depth understanding of the medical approach to evaluation disorders. Several topics are presented for review, analysis and discussion. This course also has a laboratory component which provides further emphasis about medically significant analytes. *Special fee, \$95*
On Occasion, 3 credits

BMS 651/651C Pharmacology

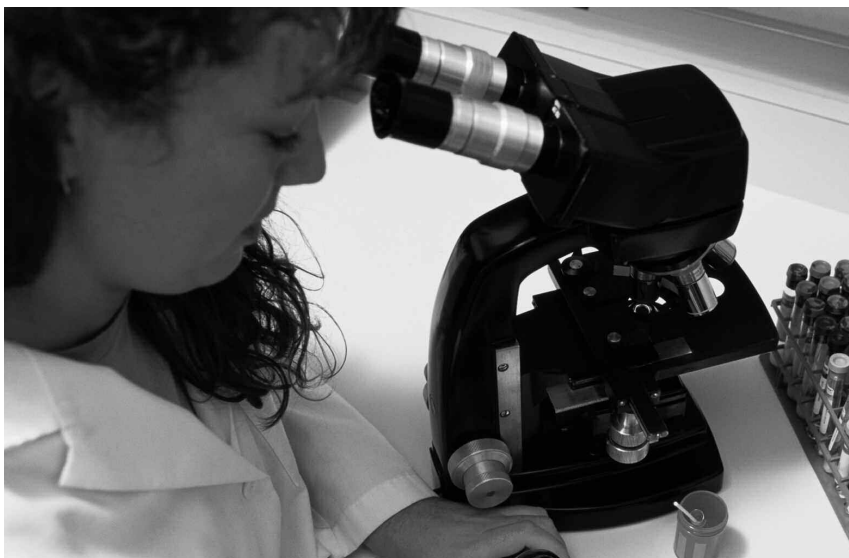
The application of pharmacology, the study of drugs and poisons, is termed therapeutics. To better understand the use of drugs in specific disease states, therapeutics is emphasized in this course. The student develops an understanding of the disease process being treated and any concomitant diseases the patient may have. The consequences and expectations of the drugs being administered (considering its pharmacodynamics, pharmacognosy and pharmacokinetics) in that specific patient are presented. *Spring, 3 credits*

BMS 655 Toxicology and Therapeutic Monitoring

This course covers the instrumental methods of assay. Toxicologic and pharmacologic action on and by the host organism are examined along with a review of major drug and toxin types. Special topics of interest are covered in the detection and identification of drugs in biological fluids. *Fall, 3 credits*

BMS 656 Diagnostic Techniques in Molecular Pathology

Molecular diagnostics is the application of methods in biotechnology to the diagnosis of disease. Biotechnology involves techniques used in molecular biology as applied to the study of cell function at the DNA/RNA level. This course surveys some of the standard techniques used in biotechnology: cell culture, polymerase chain reaction (PCR), immunohistochemistry, cloning and probe synthesis. Formal lectures are followed by experiments in a laboratory equipped to perform some of the aforementioned techniques. Most of these techniques represent transferable technologies that may be used in various fields; i.e., forensic pathology, clinical laboratory medicine and cancer screening. *Special fee, \$95*
Fall, 3 credits



BMS 657 Experimental Methods and Applications in Biomedical Sciences

This is a lecture course on various techniques used in the field of Biomedical Sciences. This course involves all the current techniques used in molecular biology, immunology, tissue culture, immunochemistry, flow cytometry, cancer research, body fluids, hematology, and clinical chemistry labs; tests for Rheumatoid factor; confirmatory tests for syphilis; detection of human chorionic gonadotropin (HCG). Most of these techniques represent transferable technologies that may be used in various fields; i.e., Forensic Pathology, Clinical Laboratory Medicine and Cancer Screening.
On occasion, 3 credits

BMS 661 Advanced Hematology

In-depth coverage of concepts of cell origin and differentiation, as well as the molecular concepts of disease and current trends in research are covered. Quality control experience in lab practice, marrow differential counts, histochemical and biochemical techniques are included in-depth.
Alternate Spring, 3 credits

BMS 665 Experimental Hematopoiesis

This course includes the development of techniques in experimental hematopoiesis, primarily on mammalian bone marrow. Instruction of students in techniques of altering hematopoiesis and evaluation of results is also included.
Special fee, \$95
Alternate Spring, 3 credits

BMS 673 Cancer Research: Perspectives, Prospects and Problems

This course covers the assessment of the effects of various biological disciplines,

i.e., genetics, biochemistry, virology, endocrinology, pathology, pharmacology, hematology and immunology, upon past and present efforts in cancer research. Lectures and demonstrations are included.
Fall, Spring, 3 credits

BMS 687 Advanced Immunology

This course examines immunology with emphasis on current areas of research. Isolation, chemical analysis and structure and interactions of antigens and antibodies are studied in conjunction with assays of immunological activity.
Prerequisite: BMS 581 or 581 or undergraduate immunology
Alternate Spring, 3 credits

BMS 688 Laboratory Techniques in Immunochemistry*

Lectures illustrate the quantitative and qualitative aspects of the immunochemistry and state-of-the-art monoclonal developments. Laboratory exercises demonstrate molecular weight sieves, ion-exchange chromatography, affinity chromatography, gel precipitation reactions, enzymatic cleavage of antibodies, labeling of antibodies and enzyme immunoassay procedures.
Special fee, \$95
On Occasion, 3 credits

BMS 691 Advanced Medical Microbiology

Isolation, identification and significance of microorganisms implicated in disease and as encountered in the clinical microbiology laboratory are covered in-depth. The significance of saprophytes found in the clinical specimen, unusual isolates and findings are discussed. Proficiency testing implemented as part of the practical microbiology, computerization,

instrumentation, miniaturization and DNA recombinant studies applicable to microbiology are reviewed.

Prerequisite: BMS 591 or by permission of instructor based on background in microbiology
Alternate Spring, 3 credits

BMS 696 Medical Mycology

This course is a study of the classification, identification, life cycles morphology, physiology, biochemistry and immunology of fungi of medical and clinical significance. A discussion of the fungi as microbial entities and economic importance is included. The course employs the use of microbiological techniques in the elucidation of fungi implicated in disease as encountered in the clinical microbiology laboratory as well as the identification of other fungi. Proficiency testing is discussed and implemented as part of the practical aspects of the course.

Special fee, \$80
Alternate Spring, 3 credits

BMS 698 Medical Virology

Isolation, identification and classification of the viruses in man and animals with application to disease states such as causes, diagnosis and prevention are examined.
Prerequisite: Course in biochemistry or molecular biology
Alternate Fall, 3 credits

BMS 699 Laboratory Techniques in Virology*

Production, purification and quantitation of viruses, with analysis of virion structure and investigation of steps in viral replication are covered in this course.
Special fee, \$95
Alternate Fall, 3 credits

BMS 700 Selected Problems in Laboratory Medicine

This course examines a research problem under the guidance of a member of the Department of Biomedical Sciences faculty. Students may register only once for this course. 1 or 2 credits, to be determined with the approval of the chairperson, the Graduate Committee and the mentor. Open only to matriculated students.
Special fee, \$70 per credit

BMS 703/703C Research Methods

This is a course designed to provide practical tools for initiation and development of a research proposal. The scientific approaches to problem-solving, data collection and analysis are discussed.
Prerequisite: Approved course in statistics
Every semester, 3 credits

BMS 704/704C Clinical Research Thesis

This course is a clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department. Open only to matriculated students with approval by the department chairperson, Graduate Committee and mentor.

Prerequisite: BMS 703

Every Semester, 3 credits

BMS 705 Selected Topics in Medical Biology

This seminar course deals with current topics and critiques and evaluates techniques used in an area of specialization in Medical Biology. These include Medical Chemistry, Hematology, Immunology and Medical Microbiology. Different topics are offered during an academic year. Open only to matriculated students.

Prerequisite: Approval by instructor and Graduate Committee

Annually, 3 credits

BMS 708 Experimental Research Thesis

For experimental theses, the model system may be animals, tissue cells or microbial agents. The topic selection for experimental thesis is generally decided by the mentor.

Student (with the help of the mentor) has to have logically defined objectives and a clear hypothesis. In this course the student has to carryout the experiments, review relevant literature, collect all research data, formulate graphs, figures or tables and write the results, discussion, summary, conclusions and defend the thesis with a PowerPoint presentation.

Prerequisite: BMS 703

Every semester, 3 credits

BMS 706/706C Research Project

This course provides another option for successful completion of the M.S. degree in Medical Biology through the completion of a research project and comprehensive examination in the specialty. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.

Prerequisite: BMS 703

Every Semester, 3 credits

BMS 709/709C Clinical Management Project

This course is designed for the Clinical Laboratory Management M.S. degree candidate who will address a management problem within the clinical setting. Examples of some project topics include: motivation of co-workers, organization and communication improvements, measuring group effectiveness, selection criteria for employees, appraisals of laboratory personnel, staffing, development of educational activities, implementation of procedures, budgeting cost analysis, workloads, inventory management and cost-containment measures. Problems should be defined, solutions suggested and tested and a project paper (Thesis) written and defended. Open only to matriculated students with approval of department chairperson, Graduate Committee and mentor.

Prerequisite: BMS 703

Every semester, 3 credits

Hospital – Based Courses in Cardiovascular Perfusion completed at North Shore University Hospital Based Courses (27 credits total)**BMS 800C Surgery**

This graduate course reviews the anatomy, physiology and pathology of the heart, emphasizing disorders caused by circulatory shock, pericarditis, cardiac tamponade, endocarditis, cor pulmonale and cardiac failure. The course also identifies cardiac surgical equipment and instruments used in cardiac surgical procedures. Surgeries on patients experiencing coronary artery disease, resection of left ventricular aneurysm, mitral and aortic valve repair, complex congenital cardiac malformations, hypoplastic left heart syndrome, malformations resulting in left to right to left shunts, aortic aneurysm and acute aortic transection are presented.

First year (modules I & II) of CVP Program

Fall, 6 credits (1152 hours Clinical Instrumentation)

BMS 810C Perfusion Technology

This course combines clinical competency in perfusion techniques, didactic instruction with practical operating room experience and laboratory study of the extracorporeal circuit. The course begins with a discussion of the evolution of perfusion technology, describes the laboratory components needed, venous and arterial cannuli, flow limitations, and determination of Reynold's number. Included also are discussions of heater/cooler and heat exchanges, circu-

lation, hypothermia, tubing, circuits, charting, pressure monitoring, arterial blood gas, electrolytes, cardiotomy reservoirs and suction systems, cardiopulmonary bypass and safety, and myocardial protection delivery systems. The course teaches techniques, management and evaluation of the total perfusion process.

First year (Module I & II) of CVP

Program

Spring, 6 credits (1152 hours Clinical Instrumentation)

BMS 820C, 822C, 824C Clinical Practicums I, II, III

The Clinical Practicum Courses completed at North Shore University Hospital are designed to provide perfusion students with an intensive opportunity to develop, practice and master the skills required to perform safe extracorporeal circulation procedures. These clinical practice courses require directed hands-on use of equipment and techniques that constitute the cardiopulmonary bypass procedure. Under the direct supervision of a clinical instructor, the students are exposed to increasing levels of responsibility in the clinical conduct of perfusion. As the students, abilities permit, they assume expanding responsibilities with the ultimate goal of functioning independently as a practicing perfusionist. These clinical practice courses are taught in the operating room theater with special emphasis on developing technical skills in the extracorporeal procedure itself. Instruction will also include current adjunctive methods in autotransfusion, myocardial preservation techniques, intra-aortic balloon support, and aseptic techniques.

At course completion, the student will have:

1. Developed sufficient clinical competency about the rudiments of extracorporeal circuit, its components, design, assembly and operation of the equipment.
2. Under directed supervision, begun to successfully perform those technical manipulations that constitute the essential part of the extracorporeal circuit and other perfusion procedures.
3. Been evaluated by the instructors supervising the clinical learning experiences. Students are evaluated by using an evaluation form titled "Perfusion Student Case Evaluation."

Following the completion of Perfusion Clinical Practice courses, each student is required to perform clinical cases for clinical competency determination. In these Clinical Competency Cases, each student's ability to function independently as a clinical perfusionist is evaluated for his or her

level of training. These clinical competency evaluations are performed utilizing the standard procedures for clinical student case evaluation. In addition, the clinical instructors evaluate the entry-level clinical competency skills as required by the American Board of Cardiovascular Perfusion.

Second year (Module III & IV) of CVP Program

5 credits each (960 hours each – 2880 hours total)

Summer, I: Fall, II; Spring, III Respectively

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Graduate Degree and Certificate Programs

The C.W. Post Department of Nursing offers three programs leading to a Master of Science degree in Nursing preparing the Family Nurse Practitioner (FNP), the Clinical Nurse Specialist (CNS), and the Nurse Educator. The FNP and CNS programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of both of these programs will be eligible for board certification by the American Nurses Credentialing Center (ANCC), and graduates from the FNP program will also be eligible for a New York State Certificate as Family Nurse Practitioners. The M.S. in Nursing Education program was approved by the NYS Education Department in October 2005. Graduates of this program will be prepared to teach in schools of nursing (LPN, Associate and Baccalaureate degree programs, and master's programs), and as staff educators in health care facilities.

All three programs, opened to qualified baccalaureate prepared nurses, are designed to be completed as a part-time course of study in six semesters for the FNP program (46 credits) and the CNS program (39 credits), and five semesters and one summer session for the Nursing Education program (33 credits). The programs are in keeping with the philosophy and goals of the Department of Nursing at C.W. Post which, since its inception in 1972, has been geared toward provid-

ing access to quality continuing professional education to the RN's of Long Island and the metropolitan area-preparing the learner for lifelong continuing professional learning in order to meet the increasing demands of the expanding environment of nursing practice.

The FNP and CNS programs serve to increase the opportunity for nurses to obtain advanced practice preparation, as well as serve to increase the number of nurse practitioners and clinical nurse specialists available to deliver both primary and tertiary care to families. Graduates of the FNP program will be eligible for New York State certification as Family Nurse Practitioners and graduates of both the FNP and CNS programs will be eligible for certification by the American Nurses Credentialing Center. The Nursing Education program provides nurses with the opportunity to obtain advanced nursing education, as well as to increase the number of nurse faculty and staff educators who can meet the demand for quality nursing education. A unique opportunity is available for nursing to make major professional gains by increasing the number of nurses prepared for advanced practice roles. Masters-level nurses will be better prepared, both academically and clinically, to meet the demand for health care professionals who can provide cost effective, quality health care.

Two post-master's certificate programs, Family Nurse Practitioner (27 credits) and Nursing Education (21 credits), are also available to nurses who hold a master's degree in nursing.

Admission and Retention Requirements

To be considered for admission to the Master of Science in Nursing programs, a student must have:

- A current New York State Registered Nurse license
- A B.S. degree from an accredited nursing program
- A minimum cumulative GPA of 3.0
- A personal interview with faculty

There is one recommended course and one prerequisite course for the master's program. The Department of Nursing recommends having an undergraduate research course or workshop prior to taking the graduate research course. In addition, an undergraduate health assessment course or workshop is required prior to taking the graduate advanced health assessment course.

Applicants with non-nursing bachelor's degrees will also be considered.

In order for a student to remain in good standing in the program, he or she must maintain a cumulative GPA of 3.0 for all graduate work. All CNS and FNP candidates must successfully complete courses in Advanced Pathophysiology, Advanced Health Assessment and Pharmacology before proceeding to the preceptored practicum. All master's degree candidates are assigned a faculty advisor and graduate counselor who provide advice and guidance throughout the program.

Master of Science – Family Nurse Practitioner Program

Core Courses (26 credits)

Courses	Credits
NUR 501 Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators	3
NUR 601 Theoretical and Conceptual Models of Nursing	3
NUR 602 Nursing Research I	3

NUR 604 Advanced Physiology and Pathophysiology	3
NUR 605 Pharmacology for Advanced Practice Nursing	4
NUR 606 Advanced Health Assessment	2
NUR 606L Practicum (90 hours)	2
NUR 621 The Family: Social, Ethical and Policy Issues	3
NUR 702 Nursing Research II	3

Specialty Courses (20 credits)

Courses	Credits
NUR 611 Diagnosis and Management I	4
NUR 622 FNP Practicum I: Primary Care of Families (Adult) (270 hours)	6
NUR 622S FNP Seminar	0
NUR 612 Diagnosis and Management II	4
NUR 623 FNP Practicum II: Primary Care of Families (Child) (270 hours)	6
NUR 623S FNP Seminar	0

Program Total	46 credits 630 hours
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FNP candidates complete three semesters of nurse practitioner or physician preceptored clinical practice; one semester in association with the advanced health assessment course and two additional semesters in settings providing primary health care to families (adults and children), offered in conjunction with the following courses: Diagnosis and Management I and II (adults and children).

Master of Science – Advanced Practice Nursing (Clinical Nurse Specialist) Program

Core Courses (26 credits)

Courses	Credits
NUR 501 Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators	3
NUR 601 Theoretical and Conceptual Models of Nursing	3
NUR 602 Nursing Research I	3
NUR 604 Advanced Physiology and Pathophysiology	3
NUR 605 Pharmacology for Advanced Practice Nursing	4
NUR 606 Advanced Health Assessment	2
NUR 606L Practicum (90 hours)	2
NUR 621 Family: Social, Ethical and Policy Issues	3
NUR 702 Nursing Research II	3

Specialty Courses (13 credits)

Courses	Credits
NUR 610 Clinical Nurse Specialist Theory	4
NUR 632 CNS Practicum (205 hours)	4.5
NUR 632S CNS Seminar	0
NUR 633 CNS Practicum (205 hours)	4.5
NUR 633S CNS Seminar	0

Program Total:	39 credits 500 hours
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CNS candidates will complete three semesters of CNS preceptored clinical practice; one semester in association with the advanced health assessment course and two semesters either in the candidate's area of specialization or a general medical surgical area. The practicum will be offered in conjunction with the Clinical Nurse Specialist Theory course.

Master of Science - Nursing Education Program

Core Courses (12 credits)

Courses	Credits
NUR 501 Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators	3
NUR 601 Theoretical and Conceptual Models of Nursing	3
NUR 602 Nursing Research I	3
NUR 702 Nursing Research II	3

Specialty Courses (21 credits)

Courses	Credits
NUR644 Curriculum Development in Nursing	3
NUR646 Educational Technology in Nursing	3
NUR648 Teaching Strategies for Educators	3
NUR650 Assessment and Evaluation in Nursing	4
NUR652 Teaching Practicum I (180 hours)	4
NUR652S Teaching Seminar I	0
NUR654 Teaching Practicum II (180 hours)	4
NUR654S Teaching Seminar II	0
Total	33 credits 360 hours

Nursing education candidates will complete two semesters of preceptored practice in nursing education settings.

The practicum provides the student with the opportunity to apply teaching and evaluation methods in a variety of practice settings including academic programs and various other learning environments

Advanced Certificate Program - Family Nurse Practitioner

The post-master's Family Nurse Practitioner Certificate Program is a 27-credit program offered to RNs who hold a master's degree in nursing and who wish to be certified as a Family Nurse Practitioner. The program is designed to be completed in three semesters of part-time study. Candidates for the certificate will be required to complete course work in pharmacology, family theory and three semesters of precepted clinical practice in settings providing primary health care to families. Coursework in pathophysiology and advanced health assessment are required for admission. Qualified candidates may challenge from 3 to 11 credits for advanced standing in the program through presentation of acceptable courses from an accredited nursing program taken within the last five years.

Plan of Study

Prerequisite courses: Advanced Physiology and Pathophysiology and Advanced Health Assessment

Specialty courses:

Course	Credits
NUR 605 Pharmacology for Advanced Practice Nursing	4
NUR 621 The Family: Social, Ethical and Policy Issues	3
NUR 611 Diagnosis and Management I	4
NUR 622 FNP Practicum I: Primary Care of Families (Adult)	6
	(270 hours)
NUR 622S FNP Seminar	0
NUR 612 Diagnosis and Management II	4
NUR 623 FNP Practicum II: Primary Care of Families (Child)	6
	(270 hours)
NUR 623S FNP Seminar	0
NUR 600P Additional Practicum Course (90 hours)	
Total	27 credits 630 hours

Advanced Certificate Program-Nursing Education

The post-master's Nursing Education Certificate program is 21 credits and is designed to be completed in four semesters of part-time study. The program is offered to RNs who hold a master's degree in nursing and who wish to become nursing faculty in a school of nursing or staff educators in health care facilities. Candidates will be required to complete coursework in curriculum development, educational technology, teaching strategies, assessment and evaluation methods in education, and two semesters of precepted practice in nursing education settings. Qualified candidates might be eligible to transfer up to nine graduate-level nursing education credits taken within the last five years at an accredited nursing program.

Plan of Study

Courses	Credits
NUR644 Curriculum Development in Nursing	3
NUR646 Educational Technology in Nursing	3
NUR648 Teaching Strategies for Educators	3
NUR650 Assessment and Evaluation in Nursing	4
NUR652 Teaching Practicum I (180 hrs)	4
NUR652S Teaching Seminar I	0
NUR654 Teaching Practicum II (180 hrs)	4
NUR654S Teaching Seminar II	0
Total	21 credits

Nursing Course Descriptions

NUR 500 Nursing and Aging Health

This course examines the nurse's role in health promotion for older adults. Topics include normal aging and the impact of aging on health, health teaching and compliance, pharmacology and pain management in older adults, elder mistreatment, depression and suicide and elder abuse of alcohol and drugs. This course is open only to gerontology certificate students or with permission from the nursing department.
On Occasion, 3 credits

NUR 501 Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators

This course addresses the current professional and legal issues that influence nursing practice, nursing education and the health care delivery system. Health care policy, changes in the economics of health care, and their impact on nursing will be considered.

Fall, 3 credits

NUR 601 Theoretical and Conceptual Models of Nursing

This course provides an in-depth exploration of theories and the utilization and application of theory to nursing. The relationships among philosophy, methods of inquiry, and theory development are analyzed. The utilization of theoretical and conceptual models for nursing will be discussed.

Fall, 3 credits

NUR 602 Nursing Research I

This course provides the student with the skills to analyze the steps of the research process and to formulate a research question related to advanced practice nursing or nursing education. Students are encouraged to work collaboratively with colleagues in the workplace to identify a research problem.

*Prerequisite of NUR 601 is required
Spring, 3 credits*

NUR 604 Advanced Physiology and Pathophysiology

The pathophysiology underlying diseases is studied to enable the student to form a basis for clinical judgment and diagnosis. The key principles and facts underlying present knowledge of tissue and organ systems, their specialized function and interrelationships will be studied.

Spring, 3 credits

NUR 605 Pharmacology for Advanced Practice Nursing

In order to prescribe medication appropriately and safely, the advanced practice nurse must have an understanding of pharmacology, the use of therapeutic agents in specific disease states, dosage, toxicity, and monitoring parameters. This course builds on previous nursing knowledge to provide the understanding necessary to safely and effectively prescribe drug therapy. Content also includes both state and federal laws, and regulations relating to prescribing drugs in a managed care environment.

Fall, 4 credits

NUR 606 Advanced Health Assessment

The student will build upon basic physical assessment skills in this course.

Comprehensive physical examination of the client as well as psychosocial, spiritual developmental, occupational and cultural aspects of health assessment are studied in depth, in order to develop an evidence-based comprehensive health assessment and plan of care for clients, which includes the selection and interpretation of appropriate laboratory and other diagnostic tests.

Prerequisite: NUR 604, NUR 605

Corequisite: NUR 606L required

Spring, 2 credits

NUR 606L Advanced Health Assessment Practicum (90 hours)

The laboratory practicum is designed to be taken concurrently with Advanced Health Assessment. The practicum experience provides the opportunity for advanced practice nursing students to integrate theoretical content into the clinical experience. Emphasis is placed on developing an evidence-based comprehensive and problem-oriented health examination of the client.

Special fee

Corequisite: NUR 606

Spring, 2 credits

NUR 610 Clinical Nurse Specialist Theory

Students will have the opportunity to synthesize, apply and build upon the knowledge and skills relevant to the process of advanced nursing practice that were acquired in previous specialty, foundation, research and elective courses.

The traditional and emerging role of the CNS and selected functions, namely, change agent/leader, consultant/collaborator, educator, clinical expert and researcher will be explored in depth as they specifically relate to the roles and of the clinical nurse specialist. Perfecting leadership skills and knowledge of planned change will be a focus of the course.

Prerequisite: NUR 606

Corequisite: NUR 632, NUR 632S required

Fall, 4 credits

NUR 611 Diagnosis and Management I: Primary Care of the Adult I

This course focuses on the management of common diseases and conditions of the adult. The student is introduced to practice protocols and competencies used to manage the client's health care problem in a primary care setting. An emphasis is placed on a comprehensive client management plan that includes health promotion and disease prevention, as well as evidenced-based decisions that promote

optimal physical and mental health.

Prerequisite: NUR 606

Corequisites: NUR 622, 622S required

Fall, 4 credits

NUR 612 Diagnosis and Management II: Illnesses and Physical Conditions of the Child

This course focuses on the diagnosis and management of common acute and chronic diseases and conditions of the child. Emphasis is placed on the reinforcement and synthesis of clinical knowledge from nursing and medical sciences as a foundation for critical thinking and clinical reasoning in the management of the pediatric patient in the primary care setting.

Prerequisite: NUR 606

Corequisites: NUR 623, NUR 623S required

Spring, 4 credits

NUR 621 The Family: Social, Ethical and Policy Issues

Through the exploration of family theory and the examination of cultural, social, ethical, legal and family policy issues, which impact upon the family, the student will develop a comprehensive view of issues which need to be considered in the delivery of quality health care to families.

Fall, 3 credits

NUR 622 FNP Practicum I: Primary Care of Families (Adult)

This is the first clinical course (270 hours) of the diagnosis and management sequence wherein students are assigned preceptors (a nurse practitioner or a physician) in a primary care setting. Students are introduced to practice protocols and essential competencies necessary to provide primary health care to a diverse adult client population. Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions are emphasized in this course.

Corequisites: NUR 611, NUR 622S

Fall, 6 credits

NUR 622S Diagnosis and Management I Seminar

In conjunction with the practicum experience, a seminar component facilitates the student's progress throughout the practicum experience.

Corequisites: NUR 611, NUR 622

Fall, 0 credits

NUR 623 FNP Practicum II: Primary Care of Families (Child)

This is the second clinical course (270 hours) of the diagnosis and management sequence. The preceptored clinical experience

takes place in a primary care setting and provides the opportunity for the family nurse practitioner candidate to practice skills and develop essential competencies in diagnosing and managing common diseases and conditions of infants and children. Emphasis is placed on refining technical skills used in evaluating growth and development, and performing the physical examination of infants and children.

Corequisites: NUR 612, NUR 623S

Spring, 6 credits

NUR 623S Diagnosis And Management II Seminar

In conjunction with the practicum experience, a seminar component facilitates students' progress throughout the practicum experience.

Corequisites: NUR 612, NUR 623 required

Spring, 0 credits

NUR 632 Clinical Nurse Specialist Practicum

This practicum is to be taken concurrently with the CNS Theory Course (NUR610). The preceptored practicum experience (205 hrs) will provide the opportunity for the Clinical Nurse Specialist student to practice skills and develop competency in a selected clinical specialty of their choice. The traditional and emerging role of the CNS and selected functions, namely change agent/leader, consultant/collaborator, educator, direct care provider and researcher will be developed.

Corequisites: NUR 610, NUR 632S

Fall, 4.5 credits

NUR 632S Clinical Nurse Specialist Seminar

The seminar offers discussion between students and faculty members. The discussion is focused upon weekly clinical experiences with a focus on developing professional attributes and competencies inherent in the CNS role. The discussions should enable the students to gain additional information, insights and approaches to problem solving.

Corequisites: NUR 610, NUR 632

Fall, 0 credits

NUR 633 Clinical Nurse Specialist Practicum

The preceptored practicum experience will provide the opportunity for the Clinical Nurse Specialist student to obtain an additional 205 hours to practice skills and to further develop competency in their selected clinical specialty of their choosing. The traditional and emerging role of the CNS and selected functions, namely, change agent/leader,



consultant/collaborator, educator, direct care provider and researcher will be further developed.

Corequisite: NUR 633S
Spring, 4.5 credits

NUR 633S Clinical Nurse Specialist Seminar

The seminar provides an opportunity to dialogue with faculty members and other students. The discussion is based upon weekly clinical experiences with a focus on further developing professional attributes and competencies inherent in the CNS role. The seminar will enable students to gain additional information, insights and approaches to problem solving.

Corequisite: NUR 633
Spring, 0 credits

NUR 644 Curriculum Development in Nursing

This course includes a study of the principles and processes of curriculum development for educational programs in nursing. The student will learn the roles and responsibilities of educators in developing curricula for various educational programs. The forces and issues that influence curriculum development will be explored. Critical thinking will be discussed as a guiding principle in curriculum development.

Spring, 3 credits

NUR 646 Technology for Nursing Education

This course prepares students to incorporate technology into teaching and decision-making. Students will acquire hands-on skills in a variety of applications and techniques. Students will come to understand and learn these techniques within the context of sound pedagogical practice.

Summer, 3 credits

NUR 648 Teaching Strategies for Educators

This course focuses on teaching and learning strategies. The role of the nurse educator utilizing various teaching strategies both in academia and in a variety of practice settings will be explored and analyzed.

Fall, 3 credits

NUR 650 Assessment and Evaluation in Nursing

This course focuses on assessment strategies and evaluation processes that are relevant to nursing programs in academe and in the practice setting. The student will learn how to plan for, construct and analyze classroom tests, and how to assess clinical performance in various learning environments. Strategies to assess learning and evaluate program outcomes will be explored.

Fall, 4 credits

NUR 652 Teaching Practicum I

This is one half of a two semester practicum that provides the student with the opportunity to apply teaching and evaluation methods in a variety of practice settings including academic programs and various other learning environments. Traditional and nontraditional methods of teaching will be utilized by students as they meet the demands of various settings. Students will complete 180 hours of preceptored learning experiences.

Prerequisites: NUR 644, 646, 648, and 650
Corequisite: NUR 652S required
Spring, 4 credits

NUR 652S Teaching Practicum I Seminar

The seminar provides an opportunity for discussion between students and faculty members. The discussion focuses on weekly clinical experiences with an emphasis on professional attributes and competencies inherent in the educator role. Problems and issues provide for an exchange of ideas relating to a variety of issues. The discussions will enable the students to gain additional information, insights, and approaches to teaching.

Corequisite: NUR 652 required
Spring, 0 credits

NUR 654 Teaching Practicum II

This practicum provides the student with 180 hours of preceptored learning experience. The student applies teaching and evaluation methods in a variety of practice settings including academic programs and various other learning environments. Traditional and nontraditional methods of teaching will be utilized by students as they meet the demands of various settings.

Prerequisites: NUR 644, 646, 648 and 650
Corequisite: NUR 654S required
Fall, 4 credits

NUR 654S Teaching Practicum II Seminar

The seminar offers dialogue between students and faculty members. The discussion focuses on weekly clinical experiences with an emphasis on professional attributes and competencies inherent in the educator role. The discussions will enable the students to refine their approaches to teaching as they become competent educators.

Corequisite: NUR 654 required
Fall, 0 credits

NUR 702 Nursing Research II

This course provides the student with the opportunity to write a research proposal based on the research question that was identified in Nursing Research I. Particular emphasis will be placed on the quality and feasibility of the research design. Research proposal advisement will be provided for completion of the research proposal.

Prerequisite: NUR 602 required
Spring, 3 credits

Additional courses

These courses are not applied toward the master's degree.

NUR 600P Additional Practicum Course
Students who meet any of the following criteria will need to register for NUR 600P. Fee is equivalent to one credit per 100 practicum hours.

1) Students who require additional time

beyond the academic semester to achieve the total required practicum hours are required to register for NUR 600P.

- 2) Students in the advanced practice program who have a two semester lapse in time between any of the practicum graduate courses are required to register for NUR 600P.
- 3) Students who are considered by faculty to be borderline satisfactory competency standard/s are required to register for NUR 600P.
- 4) Post Master's FNP Certificate Program students.

NUR 700P Research Proposal Advisement

Faculty advisement for completion of the research proposal is required and may extend beyond the academic semester if the proposal is not completed in time. If additional proposal advisement is necessary, students must register for NUR 700P. The fee for NUR 700P is equivalent to one credit per semester.

NUTRITION DEPARTMENT

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Graduate Programs

Students in the graduate Nutrition program have the opportunity to choose a concentration in clinical nutrition, nutrition and exercise physiology, eating disorders or geriatric nutrition.

The Dietetic Internship (DI) is part of the Master of Science program in Nutrition. Upon successful completion of the Dietetic Internship, a Certificate of Advanced Studies is awarded, and students are eligible to apply to the American Dietetic Association (ADA) to sit for the Registration Examination to become a Registered Dietitian.

Admission Procedures

Applicants to M.S. program must submit credentials to the Graduate Admissions Office for review by the program faculty.

A candidate who meets admissions standards (including a 2.75 in his or her undergraduate major) enters the program as a matriculated student. If the candidate is deficient in one or more entrance requirements, he or she may enter the program as a limited matriculant. When undergraduate prerequisite requirements are fulfilled and 12 graduate credits with an average of 3.00 or better are completed, the student may apply for matriculated status through the academic counselor. A student who is a limited matriculant may take no more than 12 graduate credits.

Admission Requirements for Nutrition

Applicants for admission to the Master of Science degree program in Nutrition must have completed undergraduate level coursework which includes:

- 1 year of biology (to include Anatomy and Physiology)
- 4 semesters (16 credits) in chemistry (to include an organic chemistry and a biochemistry course)

Students who have not completed an undergraduate major in Nutrition must complete the following undergraduate courses, or their equivalent, as prerequisites to the master's program:

NTR 100 – Concepts in Nutrition
NTR 101 – Contemporary Nutrition Strategies
NTR 211 – Medical Nutrition Therapy I
NTR 212 – Medical Nutrition Therapy II

Applicants to the Dietetic Internship must have completed the DPD academic requirements of the American Dietetic Association. A separate application is required for the Dietetic Internship (see program description).

Master of Science in Nutrition

The M.S. degree in Nutrition may be earned by either of two plans:

Plan I: 36 credits or

Plan II: 42 credits, including 6 credits of supervised practice in the Dietetic Internship program

Core Courses (18 credits)

Courses	Credits
NTR 540 Biomedical Statistics	3
NTR 606 Communication & Education Skills in Nutrition	3
or	
NTR 626 Advanced Counseling Skills	3
NTR 609 Advanced Nutrition I	3
NTR 610 Advanced Nutrition II	3
NTR 703 Research Methods	3
or	
NTR 707 Preparation of Thesis Proposal	3
NTR 704 Clinical Research Thesis	3
or	
NTR 706 Research Project	3
or	
NTR 708 Experimental Research Thesis	3

Concentration Courses (8-9 credits) (Choose A, B, C, or D)

A. *Clinical Nutrition:*
Choose 8-9 credits from the following courses:

NTR 602 Nutritional Assessment	3
NTR 603 Diabetes Management	3
NTR 604 Nutrition in the Life Cycle	3
NTR 607 Clinical Nutrition	3
NTR 611 Concepts for Nutrition Practice (DI)	1
NTR 612 Enteral and Parenteral Nutrition	2
NTR 615 Clinical Seminar I (DI)	1
NTR 616 Clinical Seminar II (DI)	1
NTR 705R Special Topics	
Renal Nutrition	3
Total credits	8-9

B. *Nutrition & Exercise Physiology*

NTR 617 Weight Control	3
NTR 618 Advanced Energy and Exercise	3
NTR 619 Sport Nutrition and Exercise Physiology	3
Total credits	9

<i>C. Geriatric Nutrition</i>	
HAD 710 Gerontology: Processes of Aging	3
HAD 711 Long Term Care Administration	3
or	
HAD 712 The Aged in the Community	3
NTR 605 Nutrition in Geriatrics	3
Total credits	9

<i>D. Eating Disorders</i>	
NTR 620 Eating Disorders I	3
NTR 621 Eating Disorders II	3
NTR 608 Field Experience	3
Total credits	9

Elective Courses (8-9 credits)

(Choose 8-9 credits from this list or other appropriate courses as approved by the Program Director.)

<i>Courses</i>	<i>Credits</i>
NTR 503 Recent Trends in Nutrition	3
BMS 513 Biochemistry	3
BMS 520 Pathophysiology I	3
NTR 541 Computer Applications	3
NTR 550 Medical Chemistry	3
NTR 602 Nutritional Assessment	3
NTR 603 Diabetes Management	3
NTR 604 Maternal and Child Nutrition	3
NTR 605 Geriatric Nutrition	3
NTR 606 Communication and Education Skills in Nutrition	3
NTR 607 Clinical Nutrition	3
NTR 608 Field Experience	3
NTR 611 Concepts for Clinical Practice (DI)	1
NTR 612 Enteral and Parenteral Nutrition	2
NTR 615 Clinical Seminar I (DI)	1
NTR 616 Clinical Seminar II (DI)	1
NTR 617 Weight Control	3
NTR 618 Advanced Energy and Exercise	3
NTR 619 Sport Nutrition and Exercise Physiology	3
NTR 620 Eating Disorders I	3
NTR 621 Eating Disorders II	3
NTR 626 Advanced Counseling Skills	3
NTR 700 Special Problems in Nutrition	1-2
NTR 705 Selected Topics in Nutrition	1-3
BMS 612 Pathophysiology II	3
Total credits for Plan I:	36

The 14 credits from the Dietetic Internship are applied to the 42 credit M.S. program.

Admission to the Dietetic Internship (see following program description) requires a separate program application.

Total credits for Plan II: 42

Dietetic Internship (DI)

The Dietetic Internship is an advanced certificate program of 14 credits and includes six (6) graduate credits in clinical coursework (900 hours), two (2) credits in clinical seminar and six (6) graduate credits in classroom coursework. Students may choose to complete only the advanced certificate program and are not required to complete the M.S. degree.

The program is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA).

The Dietetic Internship prepares dietetics professionals who are food and nutrition specialists who will serve communities through the promotion of optimal nutrition, health and well-being. The need for dietetics practitioners is expected to increase as the role of nutrition intervention in the prevention and the treatment of diseases continue to be documented.

Upon successful completion of this program, students will be eligible to apply to ADA to take the Registration Examination for Dietitians and will also receive a Certificate of Advanced Studies from the C.W. Post Campus of Long Island University. Upon passing the Registration Examination for Dietitians, a student will become a Registered Dietitian (R.D.).

A separate application is required for the Dietetic Internship and only upon acceptance into the program may a student register for NTR 611, NTR 613, NTR 614, NTR 615 and NTR 616. Deadline for submission of the application is February 15. Requirements for admission to the Dietetic Internship include prior completion of the DPD academic requirements of the American Dietetic Association.

<i>Courses</i>	<i>Credits</i>
NTR 611 Concepts for Clinical Practice	1
NTR 612 Enteral and Parenteral Nutrition	2
NTR 613 DI Clinical Experience I	3
NTR 614 DI Clinical Experience II	3
NTR 615 Clinical Seminar I	1
NTR 616 Clinical Seminar II	1
NTR 626 Advanced Counseling Skills	3
Total	14

Academic Requirements to Become a Registered Dietitian

Students who have completed a baccalaureate degree in another discipline and wish to become a Registered Dietitian must complete the Didactic Program in Dietetic (DPD) which meets the academic requirements of the American Dietetic Association. Most of these courses are completed at the undergraduate level. These requirements must be completed to qualify for entry to an accredited Dietetic Internship (DI). Individuals must complete both academic (DPD) requirements and supervised practice experience before being eligible to apply to the American Dietetic Association to take the Registration Examination for Dietitians.

The following courses or their equivalent must be completed:

<i>Courses</i>	<i>Credits</i>
CHM 3 & CHM 4 Principles of Chemistry	8
CHM 25 Organic Chemistry	4
CHM 71 Biochemistry	4
BIO 7 & BIO 8 Human Biology: Anatomy and Physiology	8
NTR 100 Concepts in Nutrition	3
NTR 101 Contemporary Nutrition Strategies	3
NTR 211 Medical Nutrition Therapy I	3
NTR 212 Medical Nutrition Therapy II	3
NTR 212L Medical Nutrition Therapy Laboratory	1
MTH 19 or MTH 40 Statistics	3
NTR 16 Social, Cultural & Economic Aspects of Food	3
NTR 21 & NTR 21L Introductory Food Science & Laboratory	4
NTR 23 Institutional Food Service Management I	3
NTR 24 Institutional Food Service Management II	3
NTR 200 Advanced Concepts in Nutrition	3
NTR 202 Research Methodologies	4
NTR 206 Nutrition Communication	3
NTR 210 Community and Professional Nutrition Issues	3
NTR 215 Energy and Exercise	3
NTR 221 Food Technology Trends	3
BMS 90 Microbiology in the Health Sciences	4
CLA 6 Computer Literacy or BMS 40 Computer Applications	3
PSY 1 & PSY 2 Introduction to Psychology	6
or	
PSY 1 & SOC 1 Intro to Psychology/Sociology	6
Students may complete DPD requirements as a second degree- a Bachelor of Science degree in Nutrition (see Undergraduate Bulletin).	

The Department of Nutrition also offers a combined BS/MS degree program. Please see the undergraduate Bulletin for additional information.

Nutrition Course Descriptions

NTR 501 Principles of Nutritional Science

This course examines the basic principles of nutrition, including a detailed look at the micro and macro nutrients and their application to daily living.

For students with no previous nutrition course work. Not applicable to M.S. degree in Nutrition.

On Occasion, 3 credits

NTR 503 Recent Trends in Nutrition

This course explores current topics in nutrition, in particular the relationship of food and health. The role of nutrients is discussed with reference to current research issues. Focus is on developing skills necessary to make healthful food choices and to evaluate current research for validity and clinical application.

On Occasion, 3 credits

NTR 540/BMS 540 Biomedical Statistics

This course examines the fundamentals of statistics as applied to medical and biological sciences. Measures of central tendency and variability; theory of sampling; theory of estimation; sample frequency functions; confidence limits; null hypothesis; linear regression and correlation; chi-square test; F-Test and analysis of variance; elements of sequential analysis; statistical techniques adapted to laboratory quality control; and design of experiments are covered.

Spring, 3 credits

NTR 541/BMS 541 Computer Applications in Health Sciences

This course is the introduction to the use of computers in the various fields of the health sciences. Review of statistical applications for data analysis is also included.

Term project required

On Occasion, 3 credits

NTR 602 Nutritional Assessment

This course is grounded in the nutrition care process with emphasis on the components of nutritional assessment.

Dietary assessment methods including 24-hour recall, food records, food frequency questionnaires, and diet history are critiqued. Other methods germane to evaluating nutritional status are examined, including clinical assessment (med-

ical history and physical examination), anthropometric and body composition assessment, and biochemical assessment (laboratory values). Nutritional assessment methods are applied to evaluating nutritional status in both individual and population-based assessment.

Prerequisite: NTR 212 or equivalent

Alternate Years, 3 credits

NTR 603 Diabetes Management

The pathophysiology, complications and treatment modalities of Type 1, Type 2 and gestational diabetes are explored in this course. In addition, effective methods to educate individuals with diabetes are discussed.

Prerequisite: NTR 212 or equivalent

Alternate Years, 3 credits

NTR 604 Nutrition in the Life Cycle

Changes in nutrition requirements during the human life cycle are examined, particularly as they relate to growth, development and aging. Psychosocial aspects of food intake are included. Current understanding of special needs, developmental characteristics and risks or issues common to various age groups are examined.

Prerequisite: NTR 212 or equivalent

Alternate Years, 3 credits

NTR 605 Nutrition in Geriatrics

The physiological, psychological, environmental and sociological influences on the nutrition of older persons are covered in this course. The food intake and nutritional status of older persons in institutionalized and community settings are examined. Geriatric field experience is required.

Prerequisite: NTR 211 or equivalent

Alternate Years, 3 credits

NTR 606 Communication and Education Skills in Nutrition

This course provides students with intervention skills essential for effective nutrition practice. The course addresses notable theoretical frameworks for health/nutrition education programs and for counseling of clients. Program components, including needs assessment, performance objectives, implementation strategies and evaluation are included. The course includes interventions specific to small group patient education.

Prerequisite: NTR 211 or equivalent

Alternate Spring, 3 credits

NTR 607 Clinical Nutrition

This course examines the biochemical and medical background of a wide variety of clinical conditions with specific application to the theory of prevention, nutritional treatment and management. The

procedures followed for the nutritional assessment, planning, implementation and evaluation of the client are presented.

Prerequisite: NTR 212 or equivalent, biochemistry

Alternate Spring, 3 credits

NTR 608 Field Experience in Nutrition

This course consists of on-site clinical experience (75 hours) to be arranged by faculty, considering particular interests of the student.

Prerequisite: NTR 212

Annually, 3 credits

NTR 609 Advanced Nutrition I

This course is a study of macronutrients: carbohydrate, fat and protein. The interrelationships of these nutrients in human metabolism and a review of recently published research are included.

Prerequisite: NTR 212 or equivalent,

biochemistry

Fall, 3 credits

NTR 610 Advanced Nutrition II

The purpose of this course is to provide a detailed discussion of the role of vitamins and minerals in human metabolism and health. A review of recently published research is incorporated into the course.

Prerequisite: NTR 212 or equivalent,

biochemistry

Spring, 3 credits

NTR 611 Concepts for Nutrition Practice

This is a course to bridge theory and practice for dietetic interns as they prepare for clinical practice. Included are application experiences in medical terminology, charting principles, assessment parameters and menu preparation. Oral communications and writing guidelines are reviewed with an emphasis on the integration of computer technology to enhance presentation style.

Only open to DI students.

Fall, 1 credit

NTR 612 Enteral and Parenteral Nutrition

The specifics of enteral and parenteral nutrition for prevention and treatment of undernutrition is covered in this course. The theoretical components of nutrition support provide a basis for the recommendation of appropriate feeding regimens.

Prerequisite: NTR 212 or equivalent

Spring, 2 credits

NTR 613/614 DI Clinical Experience

This course is a 900-hour (30-week) supervised practical experience to include responsibilities in the areas of clinical nutrition, food service management and community nutrition.

Only open to DI students.

Fall/Spring, 3 credits each

NTR 615/616 DI Clinical Seminar I/II

This course is a two hour bi-monthly seminar supplementing the clinical experience provided in NTR 613/614.

Only open to DI students.

Corequisite: NTR 613/614

Fall/Spring, 1 credit each

NTR 617 Weight Control

This course is an in-depth review of energy metabolism and the dimensions of obesity, including etiology, appetite regulation and endocrine factors; various methods of treatment including behavioral approaches, counseling and exercise.

Prerequisite: NTR 211 or equivalent, biochemistry

Spring or Summer, 3 credits

NTR 618 Advanced Energy and Exercise

This course will identify the physiological role of the macronutrients in exercise: aerobic and anaerobic, the energy systems required for physical activity will be reviewed. Nutrition and exercise prescriptions for athletes will be discussed, as well as techniques needed to conduct body composition and fitness testing.

Annually, 3 credits

NTR 619 Sports Nutrition and Exercise Physiology

To develop a comprehensive understanding of the role nutrients play in athletic training, exercise/recovery and performance. This class is designed to integrate current scientific knowledge of nutrition and sports with the physiology of exercise/training. Examined components will emphasize micronutrients (vitamin/mineral) and water as related to wellness, physical fitness and sports performance. Students learn optimum nutrition requirements for various sports. Exploration of current peer reviewed research will show sport specific improvement trends. Additionally, performance influencing ergogenic aids and their individual efficiency and effectiveness will be addressed.

Annually, 3 credits

NTR 620 Eating Disorders I

This course is designed to provide students with a comprehensive overview of the epidemiology, pathophysiology, prevention and treatment of eating disorders. The integration of nutritional, medical and psychological treatments in outpa-

tient, day treatment and inpatient settings will be emphasized. Current research findings will be incorporated into course work throughout the semester.

Prerequisites: NTR 212 or equivalent

Alternate Years, 3 credits

NTR 621 Eating Disorders II

This course is designed to provide students with a didactic foundation in medical nutrition therapy, nutrition education and nutrition counseling of patients with eating disorders. The role of the nutritionist in a multidisciplinary treatment team will be emphasized.

Prerequisite: NTR 620

Alternate Years, 3 credits

NTR 626 Advanced Counseling Skills

This course is designed to provide students with a conceptual basis for patient-centered nutrition counseling. The focus is on developing non-verbal and verbal skills to understand nutrition-related problems from the patient's perspective and to engage the patient in problem-solving processes. Skill development progresses from exercises to simulated patient counseling sessions.

Prerequisite: NTR 211

Fall, 3 credits

NTR 700 Special Problems in Nutrition

This course considers a research problem under the guidance of a member of the department faculty. Students may register only once for this course.

Open only to matriculated students.

1 or 2 credits, to be determined with the approval of the chairperson, the Graduate Committee and the mentor

NTR 703 Research Methods

This course provides the student with practical tools for the initiation and development of a research proposal. The scientific approach to problem solving, data collection and analysis are discussed.

Prerequisite: Statistics

Fall, 3 credits

NTR 704 Clinical Research Thesis

A clinical research project is designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department.

Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.

Prerequisite: NTR 703

Every Semester, 3 credits

NTR 705 Selected Topics in Nutrition

This seminar course deals with current topics and critiques and evaluates techniques used in an area of specialization in Nutrition. Different topics are offered during an academic year.

Open only to matriculated students.

Prerequisites: Approval by instructor and Graduate Committee

On Occasion, 1-3 credits

NTR 706 Research Project

This course provides another option for successful completion of the M.S. degree in Nutrition through the completion of a library research project.

Open only to matriculated students with approval of the department chairperson, Graduate Committee and mentor.

Prerequisite: NTR 703

Every Semester, 3 credits

NTR 707 Preparation of Thesis Proposal and NTR 708 Experimental Research Thesis

Open only to matriculated students with approval of the department chairperson, Graduate Committee and mentor.

Special fee, \$50 each course

Every Semester, 3 credits

Master of Social Work Program

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Criteria for Admission

The Long Island University M.S.W. Program's admission criteria and procedures reflect the program's goals and objectives and support the Long Island University philosophy of access and excellence. The program seeks students from diverse backgrounds who reflect the diversity of the populations its graduates will serve – encompassing both the suburban population of Nassau County and the widely multi-ethnic urban population of Brooklyn and Queens. Students who apply to this program should be interested in working with at-risk populations, including the elderly; immigrants and refugees; the physically and mentally challenged; gay, lesbian, bisexual and transgender populations; the suburban and urban poor; and other populations economically at-risk, through direct care or leadership roles in the field of social work.

The Long Island University M.S.W. Program seeks applicants who have a broad liberal arts education consisting of the humanities, social and behavioral sciences, the natural sciences including biology, and courses reflective of a basic interest in human services.

Additional admissions requirements include:

- A bachelor's degree from a regionally accredited university
- Undergraduate transcript
- A minimum overall grade point average of 2.8
- A B average in courses taken during the final four semesters of undergraduate study

- A minimum of three recommendations
- A personal narrative/autobiographical statement
- Personal characteristics and qualifications essential for professional work with vulnerable individuals and at-risk populations.

The M.S.W. Program is coherently integrated to provide a step-wise progression in the student's understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk and promotion of social justice and values. The first-year curriculum introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content and supports the integration of specialized knowledge and specialized technologies into a generalist perspective. The first year curriculum also introduces the student to principles of interdisciplinary collaboration to begin preparation for work in interdisciplinary fields of practice.

The second-year curriculum builds on the first year by deepening the student's understanding of psychosocial assessment and administrative theory and practice. Students select a specific area of concentration – nonprofit management, substance abuse counseling, or gerontology or child and family welfare – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes. The advanced curriculum provides the student with an integrative and interdisciplinary theoretical and practice framework for the combining of specialized and generalist components of practice.

Plan of Study

First-Year Fall Semester

Course	Credits
SWK 611 Practice I	3
SWK 601 Policy I	3
SWK 621 Human Behavior In the Social Environment I	3
SWK 798 Research I	3
SWK 701 Field Instruction I	3

First-Year Spring Semester

Course	Credits
SWK 612 Practice II	3
SWK 613 Practice III	3
SWK 602 Policy II	3
SWK 622 Human Behavior in the Social Environment II	3
SWK 702 Field Instruction II	3

Second-Year Fall Semester

Course	Credits
SWK 650 Psychopathology	3
SWK 703 Field Instruction III	3
SWK 799 A, B, C* D Research II (concentration specific)	3
Concentration Course (I) A, B, C, D	3
Concentration Course (II) A, B, C, D	3

Second-Year Spring Semester

Course	Credits
SWK 623 Administration Behavior	3
Concentration Course (III) A, B, C, D	3
Concentration Course (IV) A, B, C, D	3
SWK 704 Field Instruction IV – with Integrative Paper (Capstone)	3
SWK 790 Capstone	3

**Concentration courses are those included in each area of specialized study:*

Gerontology; Non-Profit Management; Alcohol and Substance Abuse Counseling, and Child and Family Welfare. Students must complete four courses in a particular concentration. A = Gerontology – Track I (Long Term Care) and Track II (Senior Community Service); B = Non-Profit Management Concentration; C = Alcohol and Substance Abuse Counseling. D = Child and Family Welfare

Course Descriptions

Social Work Course Descriptions: Foundation Courses

SWK 611 Practice I

The first of three practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the

values, ethics and knowledge upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in environment and systems perspectives, communication and relationship-building exercises, a walk-through of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice, and an application of generalist and advanced practice skills with groups in specific settings.

Annually, Fall, 3 credits

SWK 612 Practice II

The second of three courses in the practice sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a credit through the life span will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.

Prerequisite: SWK 611

Corequisite: SWK 613

Annually, Spring, 3 credits

SWK 613 Practice III

This course will provide a generalist perspective of the role of the social worker in the organization and the community. The course presents a generalist problem solving approach to the understanding of practice with organizations and communities and the application of knowledge and skills with these two systems. The course includes content on the contexts in which macro practice occurs, i.e. communities and neighborhoods, organizations, and the legislative arena; and, the components of coalition building within an interdisciplinary theoretical framework.

Prerequisite: SWK 611

Corequisite: SWK 612

Annually, Spring, 3 credits

SWK 601 Policy I

This introductory course will present information about the development of social work as a profession. It provides students with knowledge of historical and

contemporary social welfare policies, services and institutions. The course examines the economic, political, and organizational systems that influence the creation and delivery of social services. Specific social issues are used to illustrate the link between social welfare policy and social work practice. In addition, students will gain historical and contemporary knowledge of the various forms of oppression and discrimination.

Throughout the semester, students will also learn about social and economic justice for the well-being of at-risk/special populations.

Annually, Fall, 3 credits

SWK 602 Policy II

This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal and national perspectives and learn about those factors which contribute to the existence of social problems.

Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also provides students with develop a deeper understanding of the social work profession's role in advocacy and social action for policy change.

Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, substance abuse and health care are also provided.

Prerequisite: SWK 601

Annually, Spring, 3 credits

SWK 621 Human Behavior in the Social Environment I

This course, the first of two in this sequence focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors. The course covers biological, psychological, social and moral development and the acquisition of skills necessary to lead civil, moral, and fulfilling life. The course examines these developmental processes in the context of social structures such as the family, the school, the community and the culture. The course provides the theoretical and empirical support for several social work values and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others.

Annually, Fall, 3 credits

SWK 622 Human Behavior in the Social Environment II

Young Adulthood Through Late Adulthood: This course, the second of two in this sequence, focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors throughout adulthood and the latter part of life. The course covers biological, psychological, and social development, evaluating major theories such as psychosexual development, psychosocial development, learning theories and system theories. Developmental processes are examined in the context of social structures such as the family, the school, career choices, the community and the culture. The course examines the interaction among theories of development and presents an integrated understanding of human behavior in the social environment. Each phase of life, from early adulthood to old-age, is carefully examined in light of the various developmental theories to provide a thorough understanding of the reciprocal relationship between individuals and their environment. In addition, the theoretical frameworks of the course are evaluated in terms of their applicability to social work practice and interventions that are geared toward assisting clients of diverse background in making positive changes in their lives.

Prerequisite: SWK 621

Annually, Spring, 3 credits

SWK 798 Research I: Introduction to Social Work Research

Research I, the first in a sequence of two is taught during the first semester of the foundation year. It provides the graduate generalist student with the basic knowledge and skills that are necessary in order to appreciate the role of research in the practice of social work. This course introduces the students to the ethical and conceptual aspects of research. Further, the course introduces the students to basic qualitative and quantitative research designs as well as to the use of computer software programs that are often utilized in the design and implementation of research and in the communication of findings.

Annually, Fall, 3 credits

SWK 799 Research II: Advanced Research Methods for Practice

Research II, the second course in this sequence, is taught during the Fall semester of the advanced curriculum year. It builds upon the knowledge base that was established in Research I. Research II provides the specialist graduate student

with knowledge and skills necessary to appreciate “the application of scientific, analytical approach to building knowledge for practice and for evaluating service delivery in all areas of practice” (C.S.W.E., 2000). Research II focuses on application of basic research skills that were taught in Research I. Ethical principles of research are reinforced throughout the course. Guided by ethical principles, and building on skills that they have acquired in Research I, students have the opportunity to design a hypothetical research project that is unique and specific to their respective areas of concentration. Students learn how to apply research methods and how to analyze data in order to generate knowledge about, and to systematically evaluate, the practice of social work in their respective areas of concentration. Students also learn to consider multicultural issues as they design evaluation instruments for practice and policy of social work and as they derive conclusions from empirical data.

Prerequisite: SWK 798
Annually, Fall, 3 credits

SWK 701 Field Instruction I

This is the first course in a four-semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of field instruction provide the foundation and the second two semesters provide the specialization. The foundation prepares students; to function at a beginning level of competence in a social service delivery system; to develop generalist problem-solving and relationship-building skills; and to integrate and apply knowledge from practice, policy, HBSE and research to work with clients.

Corequisites: SWK 611, SWK 601
SWK 621, SWK 798
Annually, Fall, 3 credits

SWK 702 Field Instruction II

This is the second course in a four-semester Field Instruction sequence in the Masters in Social Work program and the final semester of Field Instruction in the foundation year. Field Instruction II continues to prepare students; to function at a beginning level of competence in a social service delivery system; to develop generalist problem-solving and relationship-building skills; and to integrate and apply knowledge from practice, policy, HBSE and Research to work with clients.

Prerequisite: SWK 701
Corequisites: SWK 612, SWK 613, SWK 622, SWK 602
Annually, Spring, 3 credits

SWK 703 Field Instruction III

This is the third course in a four-semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the specialization. The specialization year prepares students; to gain expertise in gerontology, not-for-profit management or substance and alcohol abuse; to function at an advanced level of competence in a social service delivery system; to continue to practice problem-solving and relationship-building skills; and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

Prerequisites: SWK 701, SWK 702
Corequisites: SWK 799, SWK 650 and two concentration courses

SWK 704 Field Instruction IV

This is the fourth course in a four-semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide the foundation and the second two semesters provide the specialization. The specialization year prepares students; to gain expertise in gerontology, not-for-profit management or substance and alcohol abuse; to function at an advanced level of competence in a social service delivery system; to continue to practice problem-solving and relationship-building skills; and to further develop and integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

Prerequisites: SWK 701, SWK 702, SWK 703
Corequisites: SWK 623, SWK 790 and two concentration courses

SWK 650 Psychopathology

This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual, 4th Ed. (DSM-IV) classified maladaptive behaviors that are exhibited by many social work clients. It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions. The DSM-IV multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. The Competency Based Assessment Model, which follows a “process of reviewing and understanding an individual’s past in order to distinguish and interpret present concerns,” (Zide & Grey 2001) is the theoretical and philosophical framework through which the course’s information will flow. Student will become familiar with DSM-IV diagnostic criteria and the empirical and epidemio-

logical data that supports each diagnosis. The course will also look at the behaviors that are evaluated in the process of arriving at a differential diagnosis. The cultural context will play a major role in understanding these conditions.

Prerequisites: First Year Courses
Annually, Fall, 3 credits

SWK 623 Human Service Organizations and Administrative Behavior A Context for Social Work:

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structure. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which these factors influence administration and service delivery. The course provides an overview of important management functions and tasks that are necessary to provide quality services to clients including how to manage information, finances and people.

Prerequisites: SWK Policy I, SWK Policy II
Annually, Spring, 3 credits

SWK 790 Capstone

This course, offered in the spring semester of the second year, is intended to provide the students with the academic framework within which they design and implement the capstone project. Students review their knowledge about role conflict within interdisciplinary practice related to their area of concentration in social work practice. Students then choose a topic related to the concentration area and design and carry out a research project that examines role conflict within an interdisciplinary context of social work practice. Finally, students design a solution to the role conflict that is embedded in interdisciplinary collaborative practice of social work. The course focuses on application of skills that have been taught in the previous semesters within a particular area of concentration. Such skills include critical thinking, ethical practice, practice skills in systems of all sizes, research skills, communication skills, organizational skills and interdisciplinary collaboration.

Prerequisites: First Year Courses
Second Year Fall Semester Courses
Annually, Spring, 3 credits

Gerontology, Non-Profit Management, Substance Abuse Counseling and Child and Family Welfare

Course Descriptions: Concentration Specific

Gerontology

Students in the Gerontology concentration will learn to understand the physical, psychological, social and spiritual needs of older people and the major issues, concepts and theories in late-stage functioning. Students who choose this concentration may focus on one of two areas: direct client service through senior community service or leadership roles in Long-Term Care Administration. The advanced concentration in gerontology includes two tracks for specialized study: (1) Long term care administration; and, (2) Senior community services: micro, mezzo and macro practice. These two tracks meet the advanced curriculum objectives in providing advanced clinical and/or administrative knowledge in gerontology; and in furthering knowledge of the application of a collaborative approach in the interdisciplinary context.

The courses are offered in collaboration with the Department of Health Care and Public Administration and include a common base of knowledge for practice in both disciplines. Each track provides for the analysis of variations in role of health care administrators, social workers and other members of the interdisciplinary team and for the resolution of interdisciplinary role conflicts. As an added benefit, graduates of both gerontology tracks may also qualify for a New York State Advanced Certificate by taking just one additional course, which is offered by Long Island University.

Gerontology – Long-Term Care (Track I)

Those who take the Long-Term Care Administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health care, and personnel management. The Long-Term Care Administration track meets most of the academic requirements for eligibility for the Nursing Home Administrator's licensing examination in New York State.

HAD 710 Gerontology: Processes of Aging

This foundation course surveys the multidisciplinary field of gerontology and provides an overview of issues related to the aged as a population group and aging as a process. Theoretical approaches and research findings about the biological, psychological and social processes of aging are reviewed with emphasis on interventions to facilitate optimal functioning in older adults. This course may be used in partial fulfillment of the requirements for a certificate in gerontology.

Prerequisites: First Year M.S.W. Courses Annually, Fall, 3 credits

HAD 711 Long Term Care Administration

Long Term Care Administration must consider the special administrative and organizational methods, social systems and population that are attributable to all kinds of residential and long term care facilities, as separate entities from acute care hospitals. The course will include an overview of the long-term care continuum, including community care, management issues, Medicare and Medicaid, finance, pertinent laws and regulations, and patient/resident requirements and needs. Care and treatment standards will be reviewed and discussed, as well as policy changes and government trends associated with the new paradigm of aging in the 21st century.

Prerequisites: First Year M.S.W. Courses Annually, Fall, 3 credits

Choose two of the following three:

HAD 602 Human Resource Administration in the Health Sector

This course is concerned with the central issues of the human resources management function within health care institutions and agencies. It is oriented toward the role of the function as a process that is intended to maximize contributions to the organization by its employees. This orientation includes issues such as human resources development and training, recruitment and selection retention, and labor management relations. In addition, it is necessary to consider the characteristics of the talent pool and its relationship to organization and societal needs. These issues include human resources planning; equal employment opportunity; affirmative action; occupational health and safety; training and development diversity; and fair labor standards. Finally, the course is concerned with the reductions-in-force, personnel ceilings, the rapid expansion and contractions of

personnel resources, and workforce diversity and the use of contract and temporary employees will be considered. *Prerequisites: HAD 710 and HAD 711 Annually, Spring, 3 credits*

HAD 709 Legal Aspects in Health Care Administration

Students will be introduced to health care legal principles and provided an overview of ways to limit the risk of lawsuits while improving the quality and safe delivery of health services. An examination of the myriad legal and regulatory issues that confront professionals working in health care organizations will be conducted.

Prerequisites: First Year M.S.W. Courses Annually, Spring, 3 credits

HAD 603 Foundations in Budgeting and Finance in Health Care

This course examines and pinpoints the laws, rules, and regulations affecting health care's financial environment and decision-making. In that regard, it identifies general principles of accounting and the basic financial statements it produces. It also isolates the basic elements in health care's strategic financial planning, such as product cost concepts and financial statement analysis. All these elements are then incorporated into a thorough examination and review of health care's operating and capital budget process and procedures.

Prerequisites: HAD 710, HAD 711 Annually, Spring, 3 credits

Gerontology – Senior Community Service (Track II)

The Senior Community Service track incorporates both clinical and administrative content areas. Students on this track will learn to plan and develop community services for older adults; perform intervention and treatment planning, and understand and manage issues of death, dying, bereavement and loss.

HAD 710 Gerontology: Processes of Aging

This foundation course surveys the multidisciplinary field of gerontology and provides an overview of issues related to the aged as a population group and aging as a process. Theoretical approaches and research findings about the biological, psychological and social processes of aging are reviewed with emphasis on interventions to facilitate optimal functioning in older adults. This course may be used in partial fulfillment of the requirements for a certificate in gerontology.

Prerequisites: First Year M.S.W. Courses Annually, Fall, 3 credits

HAD 726 Interdisciplinary Assessment

Provides a collaborative framework for comprehensively assessing the needs of elderly clients and client populations, and for the development of better linkages among disciplines serving the elderly. Promotes a clarification of the roles of different practitioners and the purposes of different health, financial, legal and social service organizations serving the elderly in the community.

Prerequisites: First Year M.S.W. Courses Annually, Fall, 3 credits

Choose two of the following three:

HAD 712 The Management of Senior Community Programs

This course provides an understanding of the basic skills necessary to manage programs and services for older adults living in the community. These skills include: doing outreach, assisting with information and referrals, applying the latest technologies to development and design of programs in the context of relevant laws and regulations. The course distinguishes between the role of for-profit and not-for-profit organizations as well as government and public programs, while demonstrating the application of management strategies in various service arenas. Study includes housing, health care, community based, long-term care, legislation and social services, economics, transportation, criminal justice, politics, education, religion, work and retirement. Course content emphasizes effective collaboration among the multidisciplinary team members who serve community-dwelling older adults.

Prerequisites: HAD 710, HAD 726 Annually, Spring, 3 credits

HAD 728 Financial, Estate and Retirement Planning

The course addresses crucial issues affecting the financial future of seniors. While the interface of gerontology and legal estate planning issues are the areas for discussion, the objectives and competencies focus on integrating general and professional education. Thus HAD 728 prepares students for successful and satisfying careers in gerontological services by linking scholarship and critical thinking with the demands of professional practice and the challenges of fundamental career issues. In addition, the student further will develop his/her administrative and educational skills of critical and selective reading, coherent writing and speaking, organized and divergent thinking, and the abilities to recognize implications and raise probing questions.

Prerequisites: HAD 710, HAD 726 On Occasion, Spring, 3 credits

HAD 729 Bereavement: Psychological, Cultural and Institutional Perspectives

This course is designed to explore the stages and issues related to dying and grieving. Cultural diversities in the grieving process will be identified. Myths and ideas that inhibit, isolate and interfere with the bereavement experience will be examined. Political, medical, legal and ethical issues will be analyzed. Students' values, attitudes and fears will be explored in order to inform their interventions. Social, cultural and personal issues that govern a person's reaction to death and dying will be highlighted. In addition, students will learn to design organizational structures for interdisciplinary assessments and service delivery in settings serving the dying and bereaved.

Prerequisites: HAD 710, HAD 726 Annually, Spring, 3 credits

Nonprofit Management

The Long Island University M.S.W. Program offers an innovative curriculum in non-profit management in collaboration with the Department of Health Care and Public Administration. It meets the advanced curriculum objectives by providing knowledge and skill needed for administering and working with non-profit human service organizations in an interdisciplinary context. Non-profit organizations have different governance structures, funding sources, missions, and staffing characteristics than private for-profit or public sector organizations. The program provides students with the knowledge, values and skills to work effectively in and administer programs in, virtually any segment of the social service community, from child welfare to health and mental health, and in a variety of programs addressing a broad range of social issues from hunger and homelessness to women at risk.

This advanced concentration is designed to provide an interdisciplinary classroom experience and experiential learning opportunities for social work students planning a career in non-profit management and social services. Upon completion of the M.S.W. degree with a concentration in non-profit management, graduates may also qualify for an Advanced Certificate in Nonprofit Management by taking just one additional course which is offered by Long Island University.

The five courses in this concentration include: NPM 650: Introduction to Nonprofit Management; NPM 651: Fundraising and Development for Non-

profit Organizations; NPM 652: Human Resource Management in Non-profit Organizations; NPM 653: Financial Management in Non-profit Organizations; and NPM 654: Legal, Ethical and Governance Issues in Non-profit Organizations.

NPM 650 Introduction to Nonprofit Management

This course introduces students to non-profit management, beginning with the history of philanthropy and the emergence of the nonprofit sector. It provides students with historical and contemporary understanding of the creation of and changing structure of nonprofit organizations and the nonprofit sector including factors that impact on individual clients, staff and the larger community. It includes an exploration of classical organizational theory as well as current management practices as they relate to nonprofit organizations. Special attention is focused on topical management issues including interdisciplinary collaboration, mergers, and strategic planning.

Prerequisites: First Year M.S.W. Courses Annually, Fall, 3 credits

NPM 651 Fundraising and Development for Non-Profit Organizations

Building on the knowledge gained in NPM 650 on the structure and functioning of human and social services, this course provides depth of understanding in the area of fundraising and development – an area that is critical to maintain the existence of many social services agencies. The course provides students with an overview of existing sources of funding for nonprofit social service organizations. It explains the director of development and fundraising's roles in acquiring and developing financial resources for the organizations. It addresses mechanisms for raising money including donor profiles, foundation and corporate philanthropy, government grant and contract programs, special events, marketing and public relations functions, direct mail and membership campaigns, planned giving, major gifts, and capital campaigns. Ethical and legal issues related to fundraising are also addressed. Students will also obtain skills in assessing several environmental considerations including those related to the social, political and economic arenas where social service organizations are present.

Prerequisites: First Year M.S.W. Courses Annually, Fall, 3 credits

NPM 652 Human Resource Management in Non-Profit Organizations

The course provides an overview of human resources management (HRM) in the public and nonprofit sectors. It is designed to help students identify established traditional and contemporary (HRM) theories and suggest how these concepts can be incorporated into their management practice. The course also seeks to provide students with an understanding of HRM methods and functions, such as recruitment, labor relations, compensation, volunteer management and training. Additionally, the course will assist students in placing HRM in context by discussing ecological and cultural implications, strategic planning, technology, and legal and regulatory issues. Students will be encouraged to identify current challenges in public and nonprofit HRM and explore solutions to these concerns.

Prerequisite: NPM 650
Annually, Spring, 3 credits

NPM 653 Financial Management in Non-profit Organizations

This course offers students interdisciplinary knowledge of financial management concepts and techniques required for effective management of nonprofit social service organizations. It provides specialized knowledge that is fundamental to help future nonprofit leaders and staff adapt the organization to its ever changing fiscal environment. Topics include nonprofit accounting, budget management, revenue forecasting, financial statements/reports tax issues, grant compliance, internal expenditure control, audits, cash flow management, long-term planning, endowment management, and capital financing. Building on the foundation knowledge gained in NPM 650, specific applications to financial issues in non-profit and public health and human services are also addressed.

Prerequisite: NPM 650
Annually, Spring, 3 credits

NPM 654 Legal, Ethical and Governance Issues in Non-profit Organizations

This course examines the laws affecting the establishment and operation of nonprofit organizations, including incorporation and tax exempt status, general liability, regulatory compliance/reporting and contracts. The course explores the roles, responsibilities, processes and powers of boards of directors including issues of board liability. The nonprofit agency's advocacy responsibilities and opportunities and ethical issues are examined and discussed.

Prerequisite: NPM 650
On Occasion, Spring, 3 credits

Alcohol & Substance Abuse Counseling

The Long Island University M.S.W. Program offers students the opportunity to acquire simultaneously the certificate in Alcoholism and Substance Abuse Counseling while earning their M.S.W. degree. The Certificate is offered in collaboration with and through the Long Island University-Brooklyn Campus Continuing Education Department.

Students will achieve the following:

- 1) Identify the collaborative role for social work in the area of alcoholism and substance abuse.
- 2) Comply with New York State Office of Alcoholism and Substance Abuse Services (NYSOASAS) standards and significantly contribute to the completion of the required 350 clock hours of classroom instruction in the following areas:
 - a) Knowledge of alcoholism and substance abuse
 - b) Alcoholism and substance abuse counseling
 - c) Assessment, clinical evaluation, treatment planning, case management, and client, family, and community education
 - d) Professional and ethical responsibilities and documentation

The Alcohol and Substance Abuse Counseling Curriculum meets the advanced curriculum objectives of the M.S.W. Program by preparing social workers to work collaboratively with other professionals, and provides the graduate student with advanced knowledge and skills for working with a discrete population. The process also leads to the CASAC, a credential that is in high demand in the New York, tri-state area. The courses in this area of concentration include:

SWK 674 Theories and Principles of Alcohol and Substance Abuse Counseling

This course will introduce students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis will be placed on the theories of vocational counseling and the relationship between work, self-esteem and recovery.

Prerequisites: First Year M.S.W. Courses
Annually, Fall, 3 credits

SWK 675 Introduction to the Techniques of Substance Abuse Counseling

This course provides students with a foundation in the basic techniques of counseling the substance abuse population. Students will receive an overview of chemical dependency treatment and explore various counselor intervention methods and the qualities and skills necessary for competent and effective practice.
Prerequisites: First Year M.S.W. Courses
Annually, Fall, 3 credits

SWK 677 Sociological and Psychological Aspects of Substance Abuse

This course will offer students a comprehensive view of alcohol and drug use and alcoholism and addiction from a historical perspective. Utilizing cultural attitudes, legal sanctions and normative values regarding alcohol and drug use, students will analyze what addiction is and who is an addict as defined by various disciplines (i.e. medical, sociological and psychological etc.) and systems (i.e. family, criminal justice and social service etc.). Students will examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact alcoholics and/or addicts as well as the substance abuse counselor.

Prerequisites: SWK 674, SWK 675
Annually, Spring, 3 credits

SWK 678 Physical and Pharmacological Effects of Substance Abuse

This course will examine how the abuse of alcohol and other drugs affects the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed.

Prerequisites: SWK 674, SWK 675
Annually, Spring, 3 credits

CHILD WELFARE

SWK 660: Families & Children: Policies & Services

This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children's services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker's role in an interdisciplinary approach, and how to advocate for individuals and families.

On Occasion, 3 credits

SWK 661: Family Violence across the Lifespan

This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.

On Occasion, 3 credits

SWK 662: Community Based Practice with Children and Families

This course provides students with the opportunity to hear community based practitioners present actual case studies based on a "case of the week" model. These cases provide students with the opportunity to review family and children type cases presented by local practitioners. Each case will present a client profile, history, bio-psycho-social assessment and Questions/Discussion to precede the practitioner's discussion of the actual case outcome/current standing. Cases will come from a variety of organizations including some that focus on prevention, child abuse and maltreatment,

foster care and adoption substance abuse, physical and emotional disabilities, health and mental health.
On Occasion, 3 credits

SWK 663: Childhood Psychopathology

This course provides a bio-psycho-social developmental perspective to a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 4th Ed Text Revised. (DSM-IV-TR). It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions that are encountered by children with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-IV multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. A developmental-systems (Mash and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-IV-TR diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing disorders of childhood that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptation, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.

On Occasion, 3 credits

EDI 651 Methods and Materials of Teaching Art in Secondary Schools

This course is a consideration of the principles and practices of art education at the secondary level. The middle school and high school curricula are examined and studied in relation to student needs and current visual art curriculum standards and assessment. Methods, materials and new teaching medias are considered for authentic teaching practice in today's schools. Each student is required to make 15 hours of observation of art classes in a public placement.

Prerequisite: ART 661

Annually, 3 credits

STUDENT ORGANIZATIONS

Phi Alpha

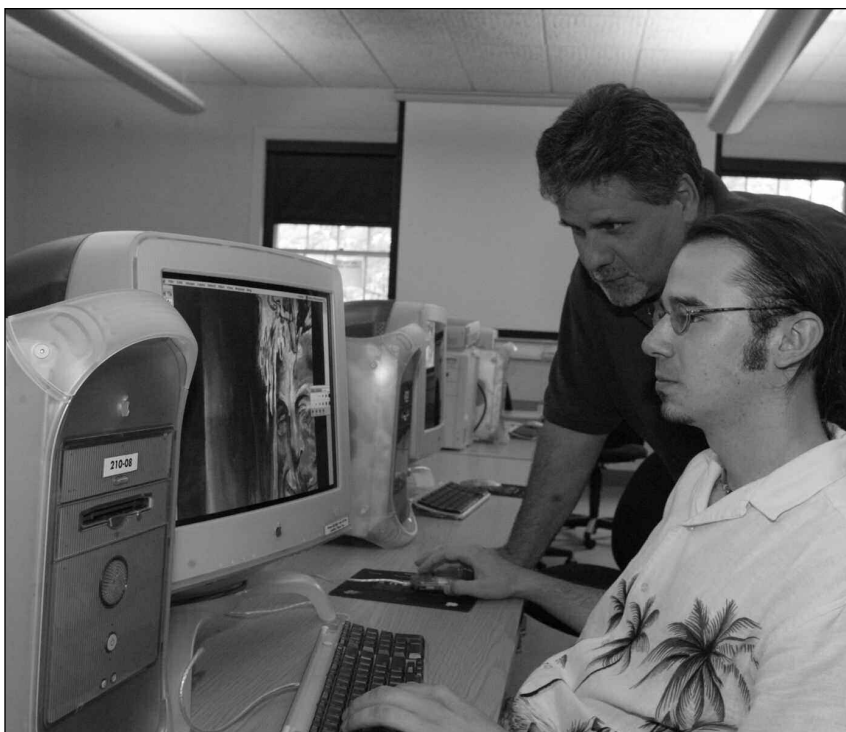
The purpose of the Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work (www.phialpha.org, 2009). The C.W. Post MSW program sponsors the XI Beta Chapter of the Phi Alpha Honor Society and nominates those students to the Society whose superior academic work is combined with service to the community.

Graduate Social Work Student Association

The Graduate Social Work Student Association supports student development with opportunities to plan and participate in community service projects and promotion of career planning.

SCHOOL OF VISUAL AND PERFORMING ARTS

The School of Visual and Performing Arts at C.W. Post offers graduate degrees in Fine Arts (M.A.; M.F.A.), Clinical Art Therapy (M.A.), Art Education (M.S.), Music (M.A.), Music Education (M.S.), Theatre (M.A.) and Interactive Multimedia Arts (M.A.). Our graduate student body is made up of a select group of students from all over the United States, Europe, the Middle East, and Asia who are taught by a distinguished faculty of educators and working artists. Our graduate programs are part of the larger School of Visual and Performing Arts.



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Rhoda Grauer, B.A.
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Benjamin Moore
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Overview

The School of Visual and Performing Arts is one of the largest and most vibrant schools on the C.W. Post Campus of Long Island University. In the more than 30 years of its existence, the School has graduated thousands of musicians, actors, singers, dancers, visual artists, filmmakers, journalists, television and radio producers, digital artists, interactive multi-media designers, public relations professionals, arts managers, art therapists, and teachers of music and art. Countless numbers of graduates have gone on to achieve prominence in their fields.

The School's 35 undergraduate and graduate degree programs are organized within four departments: Art; Media Arts; Music; and, Theatre, Film, Dance & Arts Management. More than 1,200 national and international undergraduate and graduate students are taught by a faculty of 45 full-time and dozens of adjunct professors, all highly regarded scholars and working artists active in their fields.

The C.W. Post Campus offers our students a broad range of venues in which to study, create and display their work. They include eight theaters and art galleries; a movie theater; a television station, two radio stations, including one affiliated with National Public Radio; two sound stages for film production; state-of-the-art digital design, photography, music and journalism laboratories; small classrooms, large rehearsal halls and intimate artists' studios. In addition, student work is often included in the schedules of Hillwood Art Museum and Tilles Center for the Performing Arts, two of Long Island's foremost arts institutions. Students give hundreds of performances, art exhibits, concerts, screenings and broadcasts of their work to campus and surrounding community audiences every year. In addition students participate in scores of local, regional, national and international tours, conferences, competitions and seminars arranged by the School.

The C.W. Post Campus is approximately an hour from to New York City, the arts capital of the world. Each program in the School of Visual and Performing Arts utilizes the vast resources of New York City to offer its

students a fully rounded, sophisticated education in their fields. In addition, students have access to world-renowned artists presented by Hillwood Art Museum and Tilles Center for the Performing Arts. These visiting artists and scholars offer Master Classes exclusively for our majors.

The School of Visual and Performing Arts is especially committed to providing our students with bridges into the professional world. Connections made through internships, faculty, alumni and C.W. Post's Professional Experience & Career Planning center have helped our graduates compete successfully for excellent jobs in their chosen fields. A short list of the companies with which our students have had internships and hold professional jobs includes: Lincoln Center for the Performing Arts, HBO, Turner Classic Movies, Hachette-Fillpacki, MTV, The Roundabout Theater Company, New York Philharmonic, Hearst Publishing, Jazz at Lincoln Center, Saturday Night Live, NBC-TV, Grey's Anatomy, Arts for Humanity Foundation, WLBS 107.5 FM, Avery Fisher Hall Newsday, Miramax Film Corporation, Children's Trade Company, PBS, Pushpin Studios, Sony, Nickelodeon, Late Night with Conan O'Brien, Sesame Street, NYPD Blue, Seventeen Magazine, Chautauqua Vocal Apprentices Program.

Our diverse student body, talented faculty, superb facilities, excellent location and multiple opportunities for artistic and scholarly self-expression make the School of Visual and Performing Arts the place for students who seek a challenging and supportive environment in which to pursue their lives in the arts.

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Academic Policy

Master of Arts

In the School of Visual and Performing Arts, a candidate must complete a minimum of 36 semester hours of graduate credits, including a graduate thesis. Specific requirements are available by contacting individual departments.

Master of Science

A candidate must complete a minimum of 36-42 semester hours of graduate credits. Of these credits, 18-24 must be in the School of Education. Core B program must include a comprehensive examination or Teaching Portfolio Examination.

Master of Fine Arts

A candidate must complete a minimum of 60 semester hours of graduate credits, including a fine arts studio thesis.

Thesis or Project

The thesis or project required in most of the graduate programs is intended to test the candidate's ability to engage in original research, organize and evaluate source materials and to show creative expression in the area of specialization.

The prerequisites that must be met before a candidate's thesis will be accepted for consideration include:

- Completion of the required semester hours of credit in residence in appropriate courses
- Matriculated status
- Successful completion of the qualifying or comprehensive examination

- Sponsorship and approval by the faculty committee of the thesis proposal

Each master's degree candidate will create his or her thesis under the direct supervision of a faculty mentor. The mentor is selected by the student in consultation with and approval by the program director and department chairperson. In general, students will be required to meet weekly with the faculty mentor as the thesis progresses.

Most programs require an oral defense of the completed thesis. The oral defense is conducted at the end of the thesis semester in front of a faculty committee including, but not limited to, the faculty mentor, a "reader" and the program and/or department chairperson. The defense usually takes the form of a question and answer session or discussion about the student's methods, techniques and research, as well as a critique of the final product. As a result of this defense, the thesis will be formally accepted, or the students may be asked to revise or rework their thesis before final acceptance. Students are asked to revise or rework their thesis may not be granted their degree before the revision is completed and should refer to the "Maintenance of Matriculation" section of this bulletin for further information.

Course Numbers

Courses numbered 600 and above are generally open only to those who qualify for graduate standing. Courses numbered 500 to 599 are designed primarily for those who qualify for graduate standing, but they may be taken by advanced undergraduate students.

Unsatisfactory Grades

The average of grades attained in the approved program of study may be no less than B (equivalent to a quality point index of 3.00). Students who receive grades below B in two graduate courses are considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the graduate program altogether. Final disposition of such cases is made by the Dean. Individual departments may impose even more stringent academic standards, especially in cases involving the final grade of F.

Teacher Certification

The graduate programs of the School of Education offer approved programs leading to professional certification for teachers of art and music.

Students should inform their advisor at the initial conference that they are seeking certification in a specific area. The necessary requirements for certification will be included in their Plan of Study.

Students eligible for New York State Teacher Certification recommendation by C.W. Post upon completion of the Fall semester must apply by December 15. Students eligible upon completion of the Spring semester must apply by May 16. Students eligible upon completion of the Summer sessions must apply by August 15.

Applications for certification are available from the Office of Teacher Certification. Any questions regarding certification requirements should be directed to the teacher certification officer.

School of Visual and Performing Arts Program in Education

Students may enroll in School of Education courses for pursuit of any combination of the following objectives:

- Master of Science degree
- Professional New York State certification
- Eligibility for New York certification
- Professional advancement and personal enrichment

Program Concentrations Offered by the School of Education in Art and Music

A degree candidate for the M.S. in Art Education (All Grades) or M.S. in Music Education (All Grades) must fulfill satisfactorily the basic requirements of the School of Education and the specific requirements of the particular graduate program in which he or she is majoring.

It is imperative for the student to meet with a coordinator of student advisement upon acceptance by the School of Education.

Plans of Study

Each student is required to file an initial Plan of Study after admission to the graduate program of the School of Visual and Performing Arts and School of Education. The initial Plan of Study is developed with help from a faculty advisor.

sor assigned to work with the student. The Plan of Study should be determined within the first nine credit hours. No student may register without an official Plan of Study. Upon careful advisement, depending on grades, evaluations and examination results, the student may be advised to complete courses to remedy deficiencies.

Interactive Multimedia Arts – M.A.

The master's degree program in Interactive Multimedia Arts is an interdisciplinary program utilizing the talent and resources of the various departments in the School of Visual and Performing Arts. It is designed for graduate students with an undergraduate degree or professional experience in the diverse disciplines of the visual and performing arts who wish to further their creative work in an interactive, digital environment. Multimedia production opportunities will be informed by critical analysis, theory and history, as well as study of legal and ethical issues relevant to these emerging art forms. Aesthetics and content development are stressed throughout the program.

Admission Requirements

Examples of creative work and a personal interview will be required. Candidates for entrance to the program must have a basic level of computer literacy. They should be familiar with the P.C. or Macintosh platform and have experience with two or more of the following: word-processing, desktop publishing, HTML, digital imaging, digital illustration, digital video or MIDI. Applicants to the program without this basic level of computer literacy will be required to take either a special summer workshop at C.W. Post Campus or a comparable college-level course at another institution with the approval of the department to enhance their existing computer skills. Credits earned in such preparation for admission to the program, whether on a graduate or undergraduate level, may not be used as part of, or in substitution for, program requirements. Applications are accepted for the Fall term only.

Plan of Study for the Master of Arts Degree in Interactive Multimedia Arts

Candidates for this degree program will take eight required courses that cover the broad spectrum of fundamental, theoretical and practical information about interactive multimedia. The program is designed to provide one theoretical and two practical application courses per semester.

Following these eight courses, students will choose two elective courses in advanced studies. These will be specialized course offerings in video, film, imaging, digital sound, performing arts and interactive design. The choice of which electives to take will be made in consultation with the student's advisor. At the advanced level, students may work individually, but are encouraged to work within a collaborative team, since this model is typical of most multimedia workplaces today. Creative collaboration, as the preferred approach to multimedia work, will be stressed in each course throughout the program, as will aesthetics and content development. Final thesis projects will be comprised of research and development components, each of which may be done individually or in teams.

Required Courses (30 credits)

IMA 501 Overview of Interactive Multimedia Technology
 IMA 503 Multimedia Lab 1
 IMA 601 Moving Image in Multimedia
 IMA 604 Internet and Web Design
 IMA 605 3-D Modeling and Imaging
 IMA 505 Multimedia History, Theory and Criticism
 IMA 502 Writing, research and Evaluation for Multimedia
 IMA 603 Multimedia Lab II
 IMA 707 Thesis Research
 IMA 504 Social, Ethical and Legal Contexts of Communications Technologies and Multimedia
 IMA 701 Special topics in Multimedia
 IMA 708 Thesis Final Project

Elective Courses (6 credits)

To be used as substitutes:
 *IMA 602 Sound in Multimedia
 *IMA 702 Advanced Digital Imaging

Thesis (3 credits)

Each thesis will be directed by a mentor. In interdisciplinary theses, two mentors may be chosen by the student. The thesis is split into two semesters as follows:
 IMA 707 Thesis Research
 IMA 708 Thesis Final Project

Interactive Multimedia Course Descriptions

IMA 501 Overview of Interactive Multimedia Technology

This course introduces the student to interactive multimedia technologies, both standard and newly developed. Technologies and their applications are discussed in the context of a rigorous intellectual framework, including media theory and human factors, which enable the student to develop skills and evaluate the potential of new multimedia technologies.

Studio fee per semester, \$80
Fall, 3 credits

IMA 502 Writing, Research and Evaluation for Multimedia

This course examines the ways in which writers of electronic, often interactive, texts must adapt to computers and allied technologies. It also provides students with the special skills needed to write and think creatively in this demanding environment. In addition, this course conducts formative evaluation of message design and revises presentations in response to audience feedback.

Studio fee per semester, \$80
Fall, 3 credits

IMA 503 Interactive Multimedia Laboratory

This course examines the principles and issues in design applicable to interactive media. Visual organization of digital images and motion graphic elements, typography, storyboarding, flow-charting and choices of technological options are explored. Students may choose to work independently; however, collaborative projects are highly encouraged.

Studio fee per semester, \$80
Fall, 3 credits

IMA 504 Social, Ethical and Legal Contexts of Communications Technologies and Multimedia

This course traces the evolution of electronic communications technologies and their social, cultural and intellectual impact on individuals and communities.

Ethical, legal and policy issues related to the development and application of the new multimedia technologies in today's complex regulatory environment are given particular emphasis with special attention to copyright law, intellectual property, privacy, free speech and indecency.
Spring, 3 credits

IMA 505 Multimedia History, Theory and Criticism

This class presents a historical and critical context within which the field of multimedia and interactivity can be studied. It moves toward developing ways of analyzing the relationship of the new interactive work to the rich history of multimedia art forms. Subjects to be introduced include photography, cinema, radio, television, computers and the Internet, as well as study of the impact of new technologies on the field of cultural studies.
Spring, 3 credits

IMA 601 Moving Image in Multimedia

This workshop on film and video production techniques is targeted to multimedia producers. Specific aesthetic concerns include shot composition for use on a computer screen and creation of images that are used at less than full screen framing. Also covered are television studio techniques such as chroma and luminance keys which assist and expedite work in computer environments. Students learn to incorporate archival media and stock footage from various sources into their multimedia projects. Experience is gained in visual concept development, script and storyboard creation, camera operation, art direction, lighting, sound and importing images for digital editing.
Studio fee per semester, \$80
Fall, 3 credits

IMA 602 Sound in Multimedia

This course provides a theoretical and conceptual foundation for the student, while providing a strong hands-on component in which the hardware and software of sound used in multimedia are explored. Although the primary tool is the computer, students work with recording media such as analog tape, DAT, multi-track recorders and allied equipment. Sound design software such as SAW Plus and Sound Forge are used in conjunction with multimedia software.
Studio fee per semester, \$80
Spring, 3 credits

IMA 603 Interactive Multimedia Laboratory II

This course covers advanced team-oriented skills needed to explore, conceptualize and produce interactive multimedia work. Students work within a team environment using presentation graphics software to create 3D animations and interactive presentations. Discussions and critiques include the role of each participant, the integrating of design and computing and production challenges within a digital environment.
Prerequisite: IMA 503 or Permission of Program Director
Spring, 3 credits

IMA 604 Internet and Web Design

This course gives students advanced knowledge in creating artwork and communications for viewing in internet browsers. Students create their own original artwork and gain knowledge in important aspects of production of images for displaying in HTML format, as well as creating home pages and setting up Internet connections.
Studio fee per semester, \$80
Spring, 3 credits

IMA 605 3D Modeling and Imaging

This course examines aspects of 3D design and animation including 3D model building, scene building, lighting, texture creation and mapping, as well as animation techniques. The focus is on the development of an original personal aesthetic.
Studio fee per semester, \$80
Spring, 3 credits

IMA 701 Special Topics in Interactive Multimedia

This is an umbrella course which serves to bring specialized and innovative topics to students in this program. The course may be taught by outside experts or regular faculty as appropriate. Cutting edge technologies and applications are stressed. The goal is to familiarize students with new developments and ways of thinking in the multimedia field.
Spring, 3 credits

IMA 702 Advanced Digital Editing

This course is a workshop in the digital editing of motion pictures and sound. Beginning with a history of conceptual developments in the theory and practice of editing, students proceed to explore and implement editing techniques through exercises in rhythm, pacing, continuity, montage, psychological vs. real-time, induced vs. real-movement, cutting dialogue, interview scenes, splitting tracks, mixing music and effects, dissolves, wipes and digital transitions.
Prerequisites: IMA 602
Spring, 3 credits

IMA 707 Thesis: Research Seminar

Students define the objectives of their thesis/final project as well as the methodology they plan to utilize. Primary thesis research is presented in a creative context (i.e., storyboarding), thereby demonstrating their understanding of structure, form and the utilization of the tools necessary for eventual integration directly into their final thesis project.
Prerequisite: Permission of Program Director
Studio fee per semester, \$80
Fall, 3 credits

IMA 708 Thesis: Final Project

This is a culminating course for all students within the Interactive Multimedia Arts program. Within the candidate's major area of specialization, students are expected to successfully present their thesis in the form of an interactive work, video or film to be shown within an exhibition setting.
Prerequisite: IMA 707
Spring, 3 credits

ART DEPARTMENT

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Degree Programs

The Art Department offers four graduate degrees: an M.F.A. degree in Fine Art and Design, an M.A. degree in Art, an M.A. degree in Clinical Art Therapy and curricula for the M.S. degree in Art Education (All Grades).

The graduate Art program is conceived and structured to provide the student with a professional orientation to art. The primary focus of the program is on studio art. The art faculty recognizes the creation of art as a profound and exciting experience and endeavors to reveal new avenues of expression and understanding of traditional and contemporary modes. In every phase of work, emphasis will be placed on the originality and substance of artistic concepts, scholarly comprehension of problems, knowledge of materials and craftsmanship.

Art – M.A.

Admission Requirements

Applicants must hold a bachelor's degree from an accredited school. The candidate must have completed an undergraduate major in Art or must have a minimum of 36 credits in studio art classes. A portfolio evaluation by the Art Department faculty is required for admission and is the substitution for the Graduate Record Examination.

Degree Requirements

Students must:

1. Complete with an average grade of B an approved program of at least 36 semester hours of credit, including at least 18 hours in courses on the 600 and 700-level
2. Complete ART 707 and ART 708, Master's Studio Thesis
3. Complete a program of study in Art with a major concentration chosen from one of the following areas of specialization: Painting, Printmaking, Sculpture, Ceramics, Digital Graphics or Photography

Students will be required to complete ART 503, 517, and 611* before taking courses in their main area of concentration. At least six credits in Art History must also be completed prior to graduation.

*Art 611 not required for photography majors

Program of Study for Major in Studio Art

Courses	Credits
ART 503 Creative Concepts	3
ART 517 Design I	3
ART 611 Drawing	3
Art History Electives	6
Major Concentration*	
Painting, Printmaking, Sculpture, Ceramics, Photography or Digital Arts	9
Directed Electives**	6
ART 707-708 Master's Studio Thesis	6
Total credits	36

*Special permission may be granted to pursue a major other than Painting, Printmaking, Sculpture, Ceramics, Photography or Digital Arts. For example: Graphic Design or Mixed Media.

**Directed Electives: All directed electives must be approved by the graduate counselor before registration for the courses. Art Studio, Art History and Art Education courses are acceptable. Students whose graduate work shows weakness or deficiencies will be directed to strengthen their program in these areas. Courses in humanities, sciences and education may be acceptable upon review.

Program of Study for Major in Photography

Courses	Credits
ART 605, 606 Photo Studio I & II	6
ART 602 Photo Workshop	3
ART 503 Creative Concepts	3
ART 679 History of Photography	3
ART 517 Design I	3
ART 603 Color	3
ART 604 Current Ideas in Photography	3
Art History Elective	3
Directed Elective	3
Art 707, 708 Thesis	6
Total Credits	36

Two Year Plan of Study

First Semester Courses	Credits
ART 605 Photo Studio I	3
ART 602 Photo Workshop	3
ART 679 History of Photography	3
ART 503 Creative Concepts	3

Second Semester Courses	Credits
ART 606 Photo Studio II	3
ART 604 Current Ideas in Photography	3
ART 517 Design I	3
ART 603 Color Printing	3

Third and Fourth Semesters Courses	Credits
Directed Electives**	3
Art History Elective	3
ART 707, 708 Thesis	6

**Directed elective must be approved by Director of Photography program.

Transfer Credits

If pertinent to the applicant's Plan of Study, a maximum of 12 graduate credits with a grade of B (3.00) or better may be granted after satisfactory completion of 15 credits at the University. Request for transfer credits must be made at the time of original application to the degree program and must be approved by the graduate art advisor.

Thesis Requirements

Every candidate is expected to undertake and submit an acceptable thesis project. Only students who have been accepted as degree candidates may apply for the thesis courses. Degree candidate status is granted only after a review of the candidate's academic record, a review of his/her portfolio, fulfillment of any special requirements and completion of all studio art courses in the candidate's area of specialization.

The thesis shall be a creative project in the area of the student's major concentration, such as Painting, Sculpture, Ceramics, Photography, Digital Art, Graphic Design, Multimedia, etc. Application for thesis courses must be made in writing prior to registration for the course. This statement of intent should outline the concepts and describe the aesthetic goals and the technical means to be used in the completion of the project.

A thesis advisor is chosen after consultation between the student and the graduate art advisor. Candidates will be required to exhibit the project. The candidate shall design the announcement, prepare the catalogue and personally supervise the mounting of the exhibition after approval of each by the advisor. In addition, the student must have the entire project photographed or videotaped so that a record of the project

may be placed on file. The School of Visual and Performing Arts reserves the right to select at least one sample from the project for its collection.

Clinical Art Therapy – M.A.

Admission Requirements

Applicants must hold a bachelor's degree from an accredited school. The candidate must have fulfilled the prerequisite of 12 credits in psychology and a minimum of 8 credits in studio art. A portfolio evaluation, student profile with statement of philosophy and an interview with the director of the Art Therapy program are required. Students who do not meet the minimum grade point average (3.00) or who are in need of prerequisites may be accepted on a limited matriculation basis. The student with serious deficiencies in preparation, but holds promise as a student, may be given non-matriculated status with one-year probationary review. All limited matriculated students have one year to complete the requirements for full matriculation. See the director of the art therapy program for further information.

Degree Requirements

Students must:

1. Complete all courses with an average grade of B or better and complete at least 51 credits as prescribed in the Plan of Study
2. Complete ARTH 707, ARTH 708 Master's Thesis

Plan of Study

All students are required to file an initial Plan of Study after admission to the graduate program in Art Therapy. The initial Plan of Study is developed with the director of art therapy. No student will be permitted to register without an official Plan of Study. Students may complete the program on a full-time or part-time basis. Options are available to complete the program in three years, two years or two years plus one summer. A sample plan is shown below.

Two Year Plan of Study for M.A. in Clinical Art Therapy

The M.A. in clinical Art therapy is a full-time two-year program. Other plan of study options are at the discretion of the Director

<i>First Year</i>	
<i>Fall</i>	
ARTH 600 Theories in Art Therapy	3
ARTH 605 History & Philosophy of Art Therapy	3
ARTH 602 Drawing, Painting and Claywork for the Art Therapist - Studio	3
PSY 655 Psychopathology	3

<i>Spring</i>	
ARTH 607 Clinical methods in group Art Therapy with Adults	3
ARTH 609 Special Populations and topics in Child Art Therapy	3
ARTH 616 Clinical Projectives and Art-Based Assessment	3
PSY 644 Psychopathology: Theory and Practice	3

<i>Summer</i>	
ARTH 614 Internship I and Seminar	3
ARTH 706 Research Methods	3
Optional: Art Elective	3
Optional: Psychology Elective	3

<i>Second Year</i>	
<i>Fall</i>	
ARTH 611 Therapeutic Systems in Family Art Therapy	3
ARTH 614 Internship I and Seminar	3
ARTH 707 Thesis Research	3

<i>Spring</i>	
ARTH 603 Multicultural Issues in Clinical Art Therapy	3
ARTH 708 Thesis	3
PSY 666 Psychopharmacology	3
Total credits	51

Required Courses

Students who have had equivalent academic work at another approved institution may apply for a waiver of one or more of the required courses. If the equivalent courses also meet the requirements for transfer credit, a separate application for such credit may be made; otherwise students must add an equal number of courses to their Plan of Study to maintain the required total semester hours of credit.

Transfer Credits

Transfer credit (up to nine semester hours) may be granted for graduate courses taken at other approved institutions prior to registration in this department provided that:

1. Such courses have not been applied toward another degree
2. The specific courses are deemed equivalent by a department advisor
3. Grades of B or better were obtained in such courses
4. Such courses were completed no more than five years prior to registration for graduate work

Thesis Requirements

Every candidate is expected to undertake and submit an acceptable thesis project. Only students who have been accepted as degree candidates may apply for the thesis research and thesis course. Degree candidate status is granted after a review of the student's academic record and completion of all studio courses. The student has the responsibility of selecting a topic, of securing the agreement of a faculty member to serve as a thesis advisor and of obtaining the approval of the department chairperson. These steps must be completed at least 30 days prior to registration in the thesis research course. The student must submit a copy of the completed thesis to the Art Department.

Art Education (All Grades) – M.S.

The graduate Art Education program (All Grades) offers qualified students the opportunity to complete requirements for the Master of Science degree with a major concentration in art education. This program also leads to the completion of the New York State Education Department's professional certification requirements. A portfolio evaluation by the Art Department faculty is required for admission and is the substitute for the Graduate Record Examination.

Students with Professional Certification must:

1. Complete with an average of B an approved program of 36-42 semester hours of credit in Core B (Core B is for those students who have Initial Certification from New York State and are seeking Professional Certification)
2. Complete comprehensive exam or an acceptable thesis
3. Have a Plan of Study on file in both the Art Department and the School of Education

Plans of Study

Student without Initial or Professional Certification

Required Art Courses (18 credits)

ART 517 or 611 Design or Drawing
ART 660 Philosophy of Art Education
ART 661 Elementary Art Studio Workshop
Art 664 Literacy and Learning
One Art History Elective
One Studio Elective

Required Education Courses (24 credits)

EDI 600 Psychological and Development Foundations of Education
EDI 601 Social Foundations of Education
EDI 610 General Methods of Teaching
EDI 643 Education for Cultural Diversity
EDI 651 Methods and Materials: Teaching Art-Secondary
EDI 700 Intro to Educational Research
EDI 711 Student Teaching of Art; K-12

Total credits: 42

CORE B (Student holding valid Initial Certification)

Subject to new NYS Department of Education regulation changes

Required Art Courses (18 credits)

ART 517 or 611 Design or Drawing
ART 660 Philosophy of Art Education
ART 661 Art Ed Studio Workshop
Art 664 Literacy and Learning
One Art History Elective
One Studio Elective

Required Education Courses (18 credits)

EDI 602 Analysis of Behavior Seminar
EDI 603 Advanced Topics in Psychology of Teaching
EDI 606 Contemporary Issues in American Education
EDI 677 Curriculum Development for Teachers
EDI 700 Introduction to Educational Research

One Education Elective (Choose one of the courses listed below):

EDI 640 Comparative Education I
EDI 642 Contemporary Philosophies in Education

Total credits: 36*

**In lieu of student teaching, CORE B students are required to take a comprehensive exam or apply to have a Teaching Portfolio Examination.*

Fine Arts – M.F.A.

Applicants must hold a bachelor's degree from an accredited school. The candidate must have completed an undergraduate major in Art or must have a minimum of 57 credits plus 12 credits in Art History. A portfolio evaluation by the Art Department faculty is required for admission and is the substitute for the Graduate Record Examination.

All photography M.F.A. applicants must have a working knowledge of digital imaging upon entering the program.

Degree Requirements

1. Grades of B or better in all studio courses and completion of at least 60 credits as prescribed in the Plan of Study.
2. Master's Thesis: A creative project taken in the area of specialization and an exhibition of project. A written statement supporting the master's project must be submitted prior to registration for the thesis (FTHE 708). A photographic record of the completed thesis must be turned in to the Art Department.
3. The total of studio and related professional requirements taken during the combination of the undergraduate and graduate years shall be 129 semester hours or more. Art history courses taken during undergraduate years must total 12 semester hours or more, and the sum of general studies, undergraduate and graduate, must be 30 semester hours or more. These requirements are based on the recommendation of the National Association of Schools of Art.
4. An M.F.A. degree is not granted for the technical or academic fulfillment of formal requirements alone. The graduate Art faculty's primary concern is the candidate's grasp of the subject and distinguished accomplishment. Periodic review of student's work and interviews to determine candidate's progress and ascertain possible deficiencies will be held.
5. The program can be completed in two years, but must be completed in no more than five. Students have the option of enrolling in a two-or three-year program of study for Fine Arts.



Two-Year Plan of Study for Fine Arts

First Semester	
Courses	Credits
STSP 601 Studio Specialization and Research I	9
Art History	3
SEM 600A MFA Seminar	3
Total	15

Second Semester	
Courses	Credits
STSP 602 Studio Specialization and Research II	9
Art History	3
SEM 600B MFA Seminar	3
Total	15

Third Semester	
Courses	Credits
STSP 603 Studio Specialization III	9
Art History	3
Art 550-Art Criticism for Artists	3
Total	15

Fourth Semester	
Courses	Credits
FTHE 708 Fine Art Thesis	6
Art History	3
ART 550-Art Criticism for Artists	3
SEM 600C MFA Seminar	3
ART 642 New Media in Art	3
Total	15
Total credits:	60

Three-Year Plan of Study for Fine Arts

First Semester	
Courses	Credits
STSP 601A Studio Specialization and Research I	6
Art History	3
SEM 600A MFA Seminar	3
Total	12

Second Semester

Courses	Credits
STSP 601B Studio Specialization and Research II	6
Art History	3
SEM 600B MFA Seminar	3
Total	12

Third Semester

Courses	Credits
STSP 602A Studio Specialization and Research III	3
Art History	3
SEM 600C	3
Total	9

Fourth Semester

Courses	Credits
STSP 602B Studio Specialization and Research IV	6
Art History	3
Total	9

Fifth Semester

Courses	Credits
STSP 603A Studio Specialization V	6
ART 550-Art Criticism for Artists	3
Total	9

Sixth Semester

Courses	Credits
ART 642 New Media in Art	3
FTHE 708 Fine Art Thesis	6
Total	9

Total credits: 60

Interdisciplinary Studies – M.A.

Students interested in furthering their studies in Art History on the graduate level may enroll in the Interdisciplinary Studies Program. Additional information is available by contacting the Art Department at (516) 299-2464.

Art Course Descriptions

Studio Courses (M.A., M.S.Ed.)

The department may require certain prerequisites for these courses depending on the individual student's record, background and performance.

ART 503 Creative Concepts

This is an exploratory course of basic ideas in the creative experience dealing with content and concepts in contemporary visual art. Through readings, lectures and projects the student discusses and analyzes these ideas in relation to his/her personal view and creative output.
Every Semester, 3 credits

ART 517 Design I

This is a studio course intended to relate the vocabulary of form and language of art to the student's personal visual statements. Students are expected to produce a related series of works with concentration on experimentation, change and synthesis involved in the creative process of producing visual statements that communicate personal ideas.
Every Semester, 3 credits

ART 590, 591, 592, 593 Graduate Projects

This course is comprised of advanced projects in art in an area of special interest to the student which is not available in existing courses or goes beyond the current art offerings. The project is chosen after consultation with the major professor. Approval by the art chairperson or graduate art advisor is required prior to registration. The student works independently under the guidance of the professor in the area of specialization.
Special fee per semester, \$70
Every Semester, 3 credits per semester

ART 601, A, B, C, D Experimental Art Workshop

This course is a studio course in unusual techniques, concepts or combinations of the above. Subjects covered depend on

the artists chosen and differ from semester to semester. Instruction may take place off campus. Specific subjects are listed in the graduate semester schedule.
On Occasion, 3 credits per semester

ART 611, 612 Drawing

This course is a critical analysis of drawings executed by students enrolled in the class. Students are required to be active participants in this studio class. New themes are assigned each week. The student, in consultation with the faculty member, selects the appropriate drawing material and technique based on the student's major field of interest. Special emphasis is placed on drawing techniques and furthering critique skills of the student.
Every Semester, 3 credits per semester

ART 613, 614, 615, 616 Painting

This course is the study and experimentation of various painting concepts, media and techniques in a studio environment. Students concentrate on independent creative projects and the development of a personal concept and style. Criticism and discussion are emphasized.
Every Semester, 3 credits per semester

ART 621, 622, 623, 624 Printmaking

This course is the experimental exploration of diverse techniques, concepts and interrelationships involving intaglio, collograph, screen-printing, lithography and photo process. Students are encouraged to develop a personal vision through independent projects.
Special fee per semester, \$80
Every Semester, 3 credits per semester

ART 635, 636, 637, 638 Sculpture

This course offers students the opportunity to experiment in all sculptural media and concepts while clarifying their personal sculptural objectives. Students work on independent projects in media and concepts stemming from the student's interests.
Special fee per semester, \$80
Every Semester, 3 credits per semester

ART 642 New Media in Art

This course introduces students to the use of electronic media in studio arts. Through both a hands-on and an analytical approach, students create works using video, computer, sound and light as tools. These media are developed in conjunction with the students' prior interest (photo, sculpture, installation and performance art). The critical dialogue surrounding the use of various media are addressed through readings and the viewing of films and videos. Emphasis is

placed on the relationship between individual art practice and its implications for social and aesthetic issues.
Special fee per semester, \$80
Spring, 3 credits

ART 643 Teaching Multimedia

Methods and approaches to the teaching of multimedia at the secondary level. Designed to equip the secondary art teacher with skills in developing projects that integrate the use of video, sound and animation, including traditional and digital work in the classroom.
Prerequisite: CGPH 601
Every Semester, 3 credits

ART 690, 691, 692, 693 Advanced Graduate Projects

This course focuses on art studio projects in a specialized area. Students select a project of special interest after consultation with the chairperson of the Art Department or graduate art advisor. Special permission must be secured before registering for the course.
Special fee per semester, \$80
Every Semester, 3 credits per semester

CGPH 601 Graduate Computer Graphics

Digital Paint is intended to provide students with advanced knowledge and expertise in the creation of digital artwork. Students explore new methods of manipulating their own artistic creations and photos using digital imaging software techniques. Students develop a personal aesthetic and use it within their own artwork. Production techniques concerning output are discussed. Students have their own computer workstations and access to color scanners and printers.
Special fee per semester, \$80
Every Semester, 3 credits

CGPH 602 Graduate Digital Design

Digital Design is intended for artists and graphic designers who want to combine digital illustration, image editing and page layout techniques within a professional design environment. Students use appropriate design and computer graphics software to create effective visual communication artwork. The interaction among digital graphics, text and illustration are thoroughly examined, presented and discussed within a critique setting. Students use digital cameras, CD-ROM and printers to create an advanced suite of digital and printed portfolio pieces.
Special fee per semester, \$70
Every Semester, 3 credits

CGPH 603 Motion Graphics

Motion Graphics is a hands-on computer class intended for students interested in the computation, creation and production of a multimedia artwork. Students learn how to create and develop storyboards and integrate their images by constructing a multi-level digital production with graphics, imaging, sound, text and animation. *Special fee per semester, \$80*
Every Semester, 3 credits

CGPH 604 Web Design Portfolio for Artists

This course explores the Internet as an exhibition space for artists and designers. Students will build and create their own Web site to showcase their fine art, design, photography and new media projects. Students will learn the basic fundamentals of HTML, Web-based tools and the use of Internet resources as they apply to artistic creativity. Emphasis will be on understanding the architecture and theory of interface aesthetics. Projects will be centered around the individual's own expression and his or her source material, including traditional and digital art. *Spring, 3 credits*

JEWL 501 Jewelry

This course explores the methods of fabrication, such as soldering, polishing, engraving and the surface texturing of copper, brass and silver. *Special fee per semester, \$75*
Every Semester, 3 credits

JEWL 502 Intermediate Jewelry

Emphasis in Jewelry 2 is placed on exploring jewelry as a form of personal expression. Students develop skills used in the process of lost wax casting. *Prerequisite: JEWL 501 or permission of instructor*
Special fee per semester, \$75
Every Semester, 3 credits

Photography Course Descriptions (M.A.)

ART 519 Photography

This course is an introduction to the mechanics and aesthetics of photography. This is a studio course in basic photographic processes, principles and techniques, and examines the use of the camera as an art medium. *Special fee per semester, \$80*
Every Semester, 3 credits

ART 520 Advanced Photography

This course is independent study and work in advanced techniques and processes with emphasis on composition and

creativity. Seminars, individual criticism and instruction is included.

Prerequisite: Art 519 or permission of instructor

Special fee per semester, \$80

Every Semester, 3 credits

ART 602 Photo Workshop

This course is an advanced photo workshop. Students attempt to define their personal direction and style. Photography is accepted in any format in either black and white, color or digital. Intense group critiques evaluate students' work.

Special fee per semester, \$80

Fall, 3 credits

ART 603 Color Photography Printing

This is an advanced course which explores the techniques and aesthetic problems of digital color capture and printing.

Special fee per semester, \$80

Every Semester, 3 credits

ART 604 Current Ideas in Photography

The class explores the work of leading photographers with special emphasis on new directions and new ways of seeing. It also includes direct contact with professional photographers.

Special fee per semester, \$80

Spring, 3 credits

ART 605 Photo Studio I

Explores intricacies of the view camera, including an historical examination of important photographers who have used it, correcting perspective, lenses and fundamental principles of lighting, as well as landscape and portraiture photography with large format. Course work includes the Scheimpflug Rule, the Bellow's Formula and an examination of the Zone System.

Special fee per semester, \$80

Every Semester, 3 credits

ART 606 Photo Studio II

An intensive exploration of a variety of lighting techniques, including glassware, solid and clear objects. Handling filtration for daylight-rated film and manipulating strobe lighting is also covered. Students produce 4" X 5" chromes in a portfolio of work.

Prerequisite: ART 605

Special fee per semester, \$80

Every Semester, 3 credits

ART 679 History of Photography

This course is an historical survey of photography from its pre-camera origins to its modern practice in the 1950s. Students will examine concepts and issues affecting the photographic medium from artistic, historical, sociological and technological perspectives and its impact on society.

Fall, 3 credits

ART 680 Concepts and Issues in Contemporary Photography

This course is a survey of post-1950 photography: the historical, sociological and artistic concepts and issues in contemporary photography.

Prerequisite: ART 679 or permission of instructor

Spring, 3 credits

ART 707, 708 Master's Studio Thesis (M.A., M.S.)

This course is open only to matriculated students. It is intended for graduate students who have elected to do a creative thesis in a particular area of studio art.

The course includes presentation, analysis, and discussion of thesis projects with regard to purpose, concept, material, and execution. Exhibition of thesis is required. Registration must be approved by the graduate counselor or designated representative.

Every Semester, 3 credits per semester

Art Education Course Descriptions (M.S.)

ART 660 Philosophy of Art Education

This course is the study of past and current philosophies of art education including the work of Pestalozzi, Froebel, Dewey, Lowenfeld, D'Amico, Eisner, Gardner and others. Students have the opportunity to compare current literature to the work of past generations in art education in order to construct strategies for teaching art in the schools.

Fall, 3 credits

ART 661 Elementary Art Education Studio Workshop

This course is an examination of the value and function of art education as it relates to the artistic development of children through early adolescence. Students experiment with a variety of studio methods, strategies and techniques in teaching and assessing the visual arts and develop original curriculum materials. *Spring, 3 credits*

ART 662 Seminar in Art Education

This course is open only to graduate students who have completed the student teaching requirements in art or are currently teaching art. An examination of the values, resources and importance of art education and its function in the contemporary curriculum on the elementary, secondary and college levels are included. Special consideration is given to individual teaching problems, current practices, conditions, concepts and experiences in

the classroom. The objective is to consider practical solutions and offer guidance toward the realization of maximum teaching.
On Occasion, 3 credits

ART 664-Literacy and Learning

This course will explore the instructional possibilities of connecting reading and writing to learning in the visual arts. Methods of integrating literacy into the visual arts program through speaking, writing, reading, and studio activities will be presented in order to support and extend classroom learning. Means of adapting these activities to a variety of instructional levels will be discussed.
Special fee per semester \$80
Fall, 3 credits

Art History Course Descriptions

ART 550 - Art Criticism for Artists

This course will introduce visual artists to the main concepts and models of writing art criticism. It is designed to assist art students with the description and analysis of their own work within the context of art history and contemporary art discourse. Major categories and perspectives of art interpretation from personal identity to medium, social engagement to creative inspiration will be introduced. The focus will be primarily on writing by artists, including criticism, interviews and biography. The final written project will be for the Masters of Fine Arts Thesis proposal.

ART 561 Topics in Ancient Art

This course covers topics in the development of architecture, sculpture and painting from their origins in prehistoric times to the cultures of ancient Egypt, Mesopotamia, Greece and Rome. The historical implications of new archaeological finds are explored. The culturally interrelated rise of civilization is stressed. The influence of religion and social structure on the development of art is examined.
On Occasion, 3 credits

ART 567 Topics in Baroque Art

Specific topics related to iconography, style, individual masters, patrons or decorative programs from the 17th and 18th centuries are discussed and analyzed. Topics are chosen from the art of Italy, Spain, France, the Netherlands, Germany and England. Subjects vary from semester to semester.
On Occasion, 3 credits

ART 575 Topics in American Art: 1650-1940

This course is a study of American painting and sculpture from colonial times to the eve of World War II. Emphasis is put on the art in historical context, and the social and philosophical forces that shaped it are examined. From the 17th century anonymous limners to the generation of realists of the 1930s, all important artists are considered, such as Copley, Charles Wilson Peale, Cole, Eakins, Ryder, Sheeler, Benton, Soyer, Davis and others. Individual issues in American art are addressed in semesters when offered.
On Occasion, 3 credits

ART 581A, B, C, D Art History Colloquium

The course of study or topic for each colloquium is determined at the time the course is offered, and is determined by the needs of the students and the timeliness of the topic.
Every Semester, 3 credits

ART 585 Art History Seminar/Independent Study

Individual study and projects based on research in art galleries, museums, private collections and other historical sources are included in this course. Students select a topic, project or subject of special interest to their teaching needs or artistic goals and work independently under the guidance of the course instructor. Study in art centers in the U.S. or abroad can be arranged by special permission.
On Occasion, 3 credits

ART 663 Problems in Medieval Art

Students study problems related to theory and methods in the interpretation of painting, sculpture, architecture and the minor arts of the Middle Ages. Subjects vary from semester to semester.
On Occasion, 3 credits

ART 665 Problems in Renaissance Art

A number of artists or problems are selected for detailed study from among a group of topics. Artists include Massacio, Donatello, Michaelangelo, Raphael, Corregio and patrons such as Lorenzo de Medici or programs such as the decoration of the Sistine Chapel. Special emphasis is placed on innovations in figural conceptions, space, light, color and iconography, and their relationship to current art theory. Subjects vary from semester to semester.
On Occasion, 3 credits

ART 671 History of Contemporary Art

This course begins with the art of the post-World War II period and ends, as nearly as possible, with the art of the pre-

sent moment. Movements discussed include Abstract Expressionism, Post-Painterly Abstraction, Minimalism, Pop Art, Op Art, Art Povera, Conceptual Art, Performance Art, Neo-Expressionism, Neo-Geo, Po-Mo, Neo-Conceptualism and other recent picture-theory approaches to art making. The course focuses on contemporary developments in painting and sculpture along with their associated theories of criticism.
Fall, 3 credits

ART 672 Problems in Contemporary Art

This course covers the development of new approaches to form and creative experience in the decades from mid-century until the present. Among the many movements studied are Abstract Expressionism, Pop Art, Earth Art, Conceptual Art, Performance Art and Neo-Expressionism. Readings related to contemporary practices and problems and to the aesthetics of both modernism and post-modernism are included.
On Occasion, 3 credits

ART 677 Problems in Pre-Columbian Art

This course is an extensive study of selected art styles from the Pre-Columbian world. The arts studied range from body painting and simple dwellings to elaborate ceremonial centers with complex mask and sculpture traditions as seen in the advanced civilizations of the Maya, Aztec and Inca. Stress is placed on the interrelationship of art and ritual. The historical implications of new archaeological finds are explored. The students have available for study a fine collection of Pre-Columbian objects in the C.W. Post Campus permanent art collection.
On Occasion, 3 credits

M.F.A. Course Descriptions

SEM 600 A, B, C M.F.A. Seminar

This course is open only to matriculated M.F.A. students. The seminar focuses on the topics drawn from the philosophical and aesthetic interests of the participants. The format incorporates critiques, readings and discussions, as well as the participation of visiting artists. Contemporary problems as they relate to the making of art are examined.
Every Semester, 3 credits

STSP 601, 602 Studio Specialization and Research I, II

This course is the concentrated development in an area of specialization under the guidance of two or more faculty members. All students are required to explore at least one area of studio art other than their area of concentration. Each month all graduate students meet in order to present their work that is in progress. Discussion and criticism under the direction of a graduate faculty member are emphasized during these informal seminars.

Every Semester, 9 credits per semester

STSP 601 A+B, 602 A+B Studio Specialization and Research

This course is the concentrated development in an area of specialization under the guidance of two or more faculty members. All students are required to explore at least one area of studio art other than the student's area of concentration. Each month all graduate students meet in order to present their work that is in progress. Discussion and criticism under the direction of a graduate faculty member is emphasized during these informal seminars.

Every Semester

STSP 601 A+B, 6 credits

STSP 602 A, 3 credits

STSP 602 B, 6 credits

STSP 603 Studio Specialization and Research III

This course is advanced work in the area of specialization, preparing the candidate for the thesis. The student works under the supervision of a major faculty advisor and in consultation with professional specialists in an area outside of the department.

Every Semester, 9 credits

STSP 603A Studio Specialization and Research V

This course is advanced work in the area of specialization, preparing the candidate for the thesis. The student works under the supervision of a major faculty advisor and in consultation with professional specialists in an area outside of the department.

Every Semester, 6 credits

FTHE 708 Fine Art Thesis

In this course, a creative studio project is undertaken in the candidate's major area of specialization. The thesis project is under the supervision of a Master's Thesis Committee, consisting of a chairperson and two faculty members. In certain circumstances, a member or members of the committee may be selected from outside the college faculty.

The thesis project must be accompanied by a written statement and bibliography. An exhibition of the thesis is required, and the project must be photographed for the college records.

Spring, 6 credits

Art Therapy Course Descriptions

ARTH 600 Theories in Art Therapy

Study of theoretical framework of the field of art therapy, the technical qualities of art media and the development of therapeutic responses.

On Occasion, 3 credits

ARTH 602 Drawing, Painting and Clayworks for the Art Therapist - Studio

Various drawing, painting and techniques of clay will be introduced with an emphasis upon the progression from restrictive to expansive self-expression. The media's applicability and relationship to the emotional realm will be explored.

Special Fee Per Semester \$65

On Occasion, 3 credits

ARTH 603 Multicultural Issues in Clinical Art Therapy

This course is designed to stimulate awareness of racial, ethical, political and gender biases inherent in society at large and, more specifically, in the mental health field. The student is instructed in the development of culture-specific methods of art therapy treatment for culturally diverse populations.

On Occasion, 3 credits

ARTH 605 History and Philosophy of Art Therapy

A survey course in the history of art therapy as it developed in the United States and Europe from 1940-present. Also included is an in-depth exploration of the different philosophies which have emerged and which continue to evolve in contemporary practice.

On Occasion, 3 credits

ARTH 607 Clinical Group Methods in Art Therapy

Exploration of the practice of group psychotherapy. In this course, major theories and research findings will be addressed as they apply to group practice in the field of art therapy. In-depth exploration of drawing, painting and sculpture for their diagnostic value and review of specific clinical interpretations.

On Occasion, 3 credits

ARTH 609 Special Populations and Topics in Child Art Therapy

In-depth survey of different populations being served by art therapists, including autism, schizophrenia, bipolar, borderline, depression, sensory deficits, developmental disabilities, and other disorders of childhood.

On Occasion, 3 credits

ARTH 611 Therapeutic Systems in Family Art Therapy

Exploration of the practice of family art psychotherapy. In this course, major family systems theories, methods and treatment interventions will be addressed as they apply to family art therapy.

On Occasion, 3 credits

ARTH 614 and 615 Internship I & II : Supervision Seminar

In-depth field experience, under the direct supervision of a registered art therapist. Each internship requires 350 hours on site. Population requirements: one internship with adults, one with children or adolescents. The seminar provides an atmosphere for interns to reflect upon this experience which leads to further integration and synthesis. Students will present case studies on an individual or group process.

On Occasion, 3 credits

ARTH 706 Research Methods

This course will give the graduate Art Therapy student a basic overview of developing and documenting research. Students will learn the role of the Institutional Review Board and write a formal IRB that will involve either a mock trial or formal presentation.

On Occasion, 3 credits

ARTH 707 Thesis Research

Research and preparation of the thesis. Working both in class and on an individual basis, students will select a topic and develop a review of the relevant literature in the field which comprises the first half of the thesis.

On Occasion, 3 credits

ARTH 708 Thesis

Completion of thesis including presentation of the case materials, visual productions and analysis including a discussion and conclusion.

On Occasion, 3 credits

ARTH 615 Internship II and Supervision Seminar

This course is a continuation of ARTH 614.

On Occasion, 3 credits

ARTH 616 Clinical Projectives and Art Based Assessments

This course will focus on classic clinical projectives such as the House – Tree – Person (HTP) and the Draw – a – Person clinical projective (DAP). Additionally graphomotor or expressive analysis of drawings will be emphasized. A variety of art-based assessment measures will be introduced throughout this course with case examples focusing the diagnostic aspects of the clinical art therapy process. *On Occasion, 3 credits*

ARTH 707 Thesis Research

This course focuses on research methods and the preparation of the thesis. The student has the responsibility of selecting a topic in agreement with the director of the Art Therapy program. *On Occasion, 3 credits*

ARTH 708 Thesis

This course is the preparation of the full master's thesis. The completed thesis must be approved by a full-time faculty member. An oral examination before the faculty may also be required. *On Occasion, 3 credits*

MUSIC

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Web site: www.liu.edu/svpa/music

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Professors Emeriti

Walter Klauss

M.A., Case Western Reserve University

Raoul Pleskow

B.A., Queens College;

M.A., Columbia University

Alexander Dashnaw

M.M., Northwestern University

Howard Rovics

M.A., Manhattan School of Music

More than 70 faculty members teach specialized courses such as vocal coaching, Alexander Technique, performance classes and jazz, in addition to individualized instruction in all instruments and voice.

Degree Programs

The Department of Music offers courses leading toward the Master of Arts degree (with concentrations in Music Theory and Composition, and in Music History and Literature) and the Master of Science degree in Music Education (All Grades). In addition to their academic involvement, graduate students are encouraged to participate in the rich performance and concert life of the department.

More information about the C.W. Post Department of Music can be found at www.liu.edu/svpa/music

Admission Requirements

Candidates for admission to either program must meet the following requirements:

1. Have completed an undergraduate major in music or music education or must have a minimum of 36 units in music classes;
2. Have a general undergraduate grade point average of 3.00. Applicants who do not meet this academic requirement must submit Graduate Record Examinations (GRE) scores and will be reviewed individually by the program director. Based on a review of all credentials, students may be offered limited matriculated status
3. Submit official transcripts from all other institutions attended, including other graduate programs.
4. Submit two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.

5. Submit a current résumé, including an e-mail address.
6. Appear before a faculty member or panel, either individually or as a participant in a group situation, for assessment of interpersonal and musical skills.

Music – M.A.

A candidate for the Master of Arts degree must complete at least 36 semester hours of credit, including Music 608 (Musicology), Music 707 (Research Methods) and Music 708 (Thesis Seminar). Two areas of concentration are offered.

Plan of Study for Master of Arts with a Concentration in Music History and Literature

A candidate in the Music History and Literature concentration must complete a minimum of 12 semester hours of credit in Music History and Literature Core courses, a minimum of six semester hours of credit in Music Theory and Composition Core courses and 6 semester hours in thesis and thesis preparation. The remaining semester hours of credit may be taken in other music courses or related courses.

<i>Area of Study</i>	<i>Credits</i>
Music History and Literature Core Courses	12
Music Theory and Composition Core Courses	6
Music Electives/Related Courses	12
Thesis Preparation and Thesis	6
Total credits	36

A performance-oriented Plan of Study is available by audition in the Music History and Literature concentration.

Plan of Study for Master of Arts with a Concentration in Music Theory and Composition

A candidate in the Music Theory and Composition concentration must complete a minimum of 12 semester hours of credit in Music Theory and Composition Core courses, a minimum of six semester hours of credit in Music History and Literature Core courses and 6 semester hours in thesis and thesis preparation. The remaining semester hours of credit may be taken in other music courses or

related courses. An acceptable musical composition may be submitted to satisfy the thesis requirement.

<i>Area of Study</i>	<i>Credits</i>
Music Theory and Composition Core Courses	12
Music History and Literature Core Courses	6
Music Electives/Related Courses	12
Thesis Preparation and Thesis	6
Total credits	36

Music Education (All Grades) – M.S.

The graduate Music Education program (All Grades) offers qualified students the opportunity to complete requirements for the Master of Science degree in Music Education. This program also leads to the completion of the New York State Education Department's teaching certification requirements. Two plans of study are offered.

Plans of Study for Master of Science in Music Education

The candidate in this program is required to complete a minimum of 42 semester hours of credit in education, music education and music classes and an exit portfolio.

This plan consists of a minimum of 24 semester hours of credit in education courses (including supervised Student Teaching) as required by the Department of Curriculum and Instruction of the School of Education and 18 semester hours in music education and music classes.

Required Courses

<i>Area of Study</i>	<i>Credits</i>
Education Courses	24
Music Courses (courses in classroom instrumental and vocal teaching methodology) and Music (History/Literature, Theory/Composition, Applied Music, or other music courses)	18
Total credits:	42

Graduate Skills Competency

Students enrolled in this plan are required to complete the Graduate Skills Competency which serves as the final examination in Musicianship for Music Teachers (MUS 633). The Graduate Skills Competency requires that students demonstrate proficiency in: 1) basic

piano skills including keyboard harmonization;
2) basic improvisation teaching; 3) solfege; and 4) peer teaching.

Department of Music Requirements for Student Teaching Eligibility

Students enrolled in this plan are required to complete: the Pre-Student Teaching Portfolio Review; and Eligibility Interview during the semester prior to student teaching.

1) Pre-Student Teaching Portfolio required sections

- Photocopy of the Student Teaching Application
- Graduate transcript
- Philosophy of Music Education
- 9 Lesson Plans, with Peer-Teaching Evaluation Instruments when possible, as follows:
 - (3) Elementary: general music, instrumental, choral
 - (3) Middle School: general music, instrumental, choral
 - (3) High School: general music (Music in Our Lives), instrumental, choral
- Samples of significant work, including writing sample with references

2) Pre-Student Teaching Eligibility Interview

Prospective student teachers are required to schedule a Pre-Student Teaching Interview to be conducted when the Pre-Student Teaching Portfolios are submitted. Students are expected to dress appropriately for the Pre-Student Teaching Interview. During the interview, students will be expected to discuss the contents of the Pre-Student Teaching Portfolio; and answer questions pertaining to academic, musical, professional and personal readiness to student teach.

Professional Certification Plan (student has a significant background in education determined by faculty advisement and student evaluation.)

The candidate who qualifies for this degree program is required to complete a minimum of 36 semester hours of credit in Education, Music Education and Music courses including a comprehensive examination or an acceptable thesis.

This plan consists of a minimum of 18 semester hours of credit in advanced Education courses as required by the Department of Curriculum and Instruction of the School of Education, a minimum of

nine semester hours of credit in music education courses and 9 semester hours in music history/literature, music theory/composition, applied music or other music courses.

<i>Area of Study</i>	<i>Credits</i>
Education Courses	18
Music Education (courses in classroom, instrumental and vocal teaching methodology)	9
Music (History/Literature, Theory/Composition, Applied Music, or other Music courses)	9
Total credits:	36*

**If the candidate opts to write a thesis, the total number of credits may increase to 39, as determined by the Department of Curriculum and Instruction of the School of Education.*

Music Course Descriptions

Music History and Literature

MUS 540 Criteria for Musical Performance

This course includes the history of musical performance in relation to musical composition, the analytical evaluation of past and present day performers, and the identification of present day standards of performance.

On Occasion, 3 credits

MUS 541 History of Performance Practices

This course is a seminar based on observation and participation in the preparation and performance of music from the pre-Baroque to the present.

On Occasion, 3 credits

MUS 600 The Role of Opera in the History of Music

This course is an intensive study and analysis of opera including the historical role of opera in western music.

On Occasion, 3 credits

MUS 601, 602, 603, 604 Seminar in the History of Music I, II, III, IV

MUS 601 explores the history of music from antiquity through the Medieval/Renaissance; MUS 602, the Baroque and Classical eras; MUS 603, the 19th century; Music 604, the 20th century.

On Occasion, 3 credits per semester

MUS 605 The Role of the Symphony in the History of Music

This course examines the history of the symphony from its origin in the 17th century to the present.

On Occasion, 3 credits

MUS 606 History of Musical Instruments

This course is an exploration of musical instruments and their development from antiquity to the present from a multicultural perspective.

On Occasion, 3 credits

MUS 607, 608 Seminar in Musicology

This course is a discussion of such problems of musicology as musical bibliography, musical historiography, ethnomusicology, musical notation and performance practice. Individual research projects are assigned.

Fall, 3 credits per semester

Music Theory, Composition and Technology

MUS 518 The Study of Musical Forms

This course is a study of the formal procedures used by composers from the 17th century to the present.

On Occasion, 3 credits

MUS 520 Jazz Composition and Arranging

This course is an introduction to concepts and techniques used in jazz arranging and composing through the study of examples taken from the works of Ellington, Thad Jones, Gil Evans and others. The student learns instrumental ranges and transpositions, rhythm section notation and reharmonization techniques. Four- and five-part writing is explored in a project for octet. More advanced students write a big band arrangement.

Spring, 3 credits

MUS 611 Polyphonic and Harmonic Analysis

This course covers the analysis of music as it pertains to horizontal, vertical, structural and rhythmic elements. Music from various historical periods is studied.

On Occasion, 3 credits

MUS 613 Seminar in Harmony and Counterpoint

This course is a review of counterpoint and harmony, allied with a study of musical form. Pertinent examples from literature are analyzed.

On Occasion, 3 credits

MUS 616 Analysis of 20th Century Music

This course is a study of structural, proportional and organizational techniques in the 20th century from Debussy to the present.

On Occasion, 3 credits

MUS 618, 619 Seminar in Composition I, II

This course includes practical ideas and procedures of composing from a modern perspective. Both tonality and atonality are explored each semester with an emphasis on executing original compositions.

Spring, 3 credits per semester

MUS 645 Orchestration

This course is a study of the techniques of orchestration and instrumentation with special attention given to the properties and capabilities of the individual instruments. This course includes some exposure to the use of music notation software and a reading by a symphonic orchestra of student-orchestrated material.

Fall, 3 credits

MUS 714A An Introduction to Music Technology

This is an introductory course designed for students who are new to music technology. Students learn to use MIDI keyboards and computers to compose, arrange, perform and print music.

Fall, 3 credits

MUS 714B Music Notation at the Computer

Using an advanced software system such as Finale, students notate music for instrumental and vocal combinations from solo to orchestral. Several methods of information input are explored. The relationship between established musical syntax and that of the software is studied. The course results in an audible, professional-looking score with performable, extracted parts.

Spring, 3 credits

Vocal/Choral Music

MUS 548 Vocal Pedagogy

This survey of pedagogical sources of singing begins with 17th century "bel canto" Italian technique and continues up through the 20th century art and science of voice. A thorough overview of the physiology and anatomy of the singing voice; discussion of acoustics for phonation and articulation and its integration with vocal diction to comprise a solid singing technique is presented. The course includes an in-depth discussion of

comparative schools of thought in pedagogy and relevance to modern voice instruction.

Prerequisite: Previous vocal training

Corequisite: Private voice lessons

Spring, 2 credits

MUS 550A, 550B, 550C, 550D Vocal Diction

This is a four course sequence that provides instruction in the proper pronunciation of Italian, English, French and German in song literature. In-depth work with the International Phonetic Alphabet is featured together with its application to the vocal repertoire of the respective languages. Individual clinical analysis and practice are emphasized. These courses are primarily designed for graduate music students. Open to others on a space-available basis.

Prerequisite: Previous vocal training

Corequisite: Voice lessons

MUS 550A Vocal Diction: Italian

MUS 550B Vocal Diction: English

MUS 550C Vocal Diction: French

MUS 550D Vocal Diction: German

Every Semester, 2 credits

MUS 626 Choral Literature

This course presents the study of choral literature from the Renaissance to the present.

On Occasion, 3 credits

Instrumental Music

MUS 543 Piano Accompaniment

This course is a study in the art of accompanying singers and instrumentalists. The course deals with a familiarity with the basic vocal repertoire, sight reading and transposition, as well as learning how to phrase with and "count" with other performers. Voice and instrumental students (volunteers) are employed in workshop presentations.

On Occasion, 3 credits

MUS 544 Piano Pedagogy

This course is a study of the methods and materials of piano instruction.

On Occasion, 3 credits

Conducting

MUS 621 Choral Conducting and Interpretation

This course is the study of conducting and rehearsal techniques.

On Occasion, 3 credits

MUS 641 Instrumental Conducting and Interpretation

This course is the interpretation of conducting and rehearsal techniques.

On Occasion, 3 credits

MUS 679A, 679B Advanced Conducting

This course is individual instruction in advanced conducting techniques.

Special fee per semester

Every Semester, 1 or 2 credits

Performance Workshops and Coaching

MUS 539 Performance Workshop for Instrumentalists

This course is a weekly forum for performance and discussion of the art of interpretation. Emphasis is placed on student performances, comparative listening, score analysis and selected readings on style and performance practice.

Prerequisite: Permission of instructor

Every Semester, 2 credits

MUS 545 Alexander Technique

This course is an introduction to the Alexander Technique, an internationally acclaimed discipline combining mental and physical exercises, postural education and movement to enhance learning for performing artists. The course aids singers and instrumentalists with the coordination of producing sound, promoting efficient breathing techniques and flexibility for the stage.

On Occasion, 2 credits

MUS 545A, 545B Alexander Technique – Private Instruction

This course is individual instruction in the Alexander Technique.

Special fee per semester

Every Semester, 1 or 2 credits

MUS 549 Vocal Performance Workshop

This workshop is open to music majors and voice students. Its purpose is to rehearse and perform selections from the vocal repertoire, including song, oratorio and opera. May be repeated once for credit.

Prerequisite: Permission of instructor

Every Semester, 2 credits

MUS 557A, 557B Vocal Coaching

Private vocal coaching lessons supplement the technical work of voice lessons, allowing the student to go in-depth into repertoire, language and issues of interpretations of poetic texts, and refinement of performance skills.

Special fee per semester

Every Semester, 1 or 2 credits

MUS 557C, 557D Instrumental Coaching

To supplement the work of individual instrumental lessons, private instrumental coaching allows the student to prepare in-depth standard repertoire for performance with accompaniment.

Special fee per semester

Every Semester, 1 or 2 credits

MUS 710A, 711A Performance

Workshop: Chamber Music Ensembles

Advanced instrumentalists and select vocalists are assigned to chamber music ensembles based on their level of ability and experience. Students study and perform standard chamber music from the Baroque period to the 20th century in ensemble combinations of trios, quartets, quintets and octets. Each chamber music ensemble meets weekly for a one-hour coaching session with a music faculty member.

Prerequisite: Permission of instructor

Special fee per semester

Every Semester, 1 credit per semester

Music Education

MUS 630 Conducting

This course is designed to provide the student with a thorough foundation in beginning conducting. Through the study of traditional conducting patterns, hand independence and stylistic gestures, the student will begin to explore how music and physical motion can combine to create a causative instructional force from the podium. Application of conducting skills will take place through in-class lab work, with members of the class forming the lab ensemble. Students will be encouraged to develop a traditional style of conducting with emphasis on the use of the baton.

Fall, 2 credits

MUS 633 Musicianship for Music Teachers

This music skills class is designed to prepare students for success as public school music teachers. Students will gain confidence with tonal and rhythm solfege, basic improvisation, and functional piano skills. Special emphasis is placed on keyboard harmonization, music reading and accompaniment. The Graduate Skills Competency will serve as the final examination for this course.

Every Semester, 2 credits

MUS 634 Enhancing Literacy Through Teaching Music in Special Education

This course focuses on the knowledge of learning styles and multiple intelligence through a multisensory technique that

will insure the successful inclusion of students with specific learning disabilities; children from diverse backgrounds and cultures; those who are physically, mentally, psychologically, socially or emotionally challenged; the twice exceptional and the talented and gifted. Students will be asked to write insights on assigned articles, books or films as well as construct sample lessons to reach the different categories of special learners while meeting the national and state standards for learning. Methods, materials and resources will be selected for each educational level, and assessment and evaluation techniques will be shared. In addition, a brief look will be given to prominent musical personalities who have championed their challenges and who serve as inspiration for excellence in the field.**

Every Semester, 3 credits

MUS 635 Brass Methods

Group lessons in playing and teaching brass instruments. Special attention is placed on teaching problems, ensembles, methods, literature and materials. Special fee per semester
Spring, 1 credit

MUS 636 Percussion Methods

Group lessons in playing and teaching percussion instruments. Special attention is placed on teaching problems, ensembles, methods, literature and materials. Special fee per semester
Spring, 1 credit

MUS 637 Woodwind Methods

Group lessons in playing and teaching woodwind instruments. Special attention is placed on teaching problems, ensembles, methods, literature and materials. Special fee per semester
Fall, 1 credit

MUS 638 Instrumental Music Methods

This course covers the organization, administration and implementation of instrumental activities, programs and performing groups in grades 4 to 12. Methods and materials for instrumental ensembles, band, orchestra, wind and jazz ensembles are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.**
Spring, 2 credits

MUS 639 String Methods

Group lessons in playing and teaching string instruments. Special attention is placed on teaching problems, ensembles, methods, literature and materials.
Fall, 1 credit

MUS 651 Teaching Music in the Elementary School

An examination of materials and techniques needed for teaching children music at the elementary level. Music education approaches including Orff, Kodaly, Gordon and Dalcroze will be explored.*
Fall, 3 credits

MUS 652 Teaching General Music in the Middle School and High School

This course investigates methods and materials appropriate for general music classes. Emphasis is placed on teaching and learning music through singing, listening and creative work. Advanced music classes appropriate for secondary students are considered.
Fall, 3 credits

MUS 658 Workshops and Institutes in Music Education

Workshops of immediate concern for school music programs, such as innovative classroom, instrumental, or choral methods, arranging, technology, and the relationship of music to other subject areas.
On Occasion, 1, 2 or 3 credits

Sample course titles:

Arranging for the Public School Band and Choral Director I

Arranging for the Public School Band and Choral Director II

Teaching General Music in the Middle/Junior High School

Basic Skills in Music Technology: Electronic Keyboards, MIDI Sequencing and Notation

Advocacy in Music Education

Addressing Problematic Behaviors in Music Performance and Education Programs

Applications of Music learning Theory to Inclusion Programs

MUS 659 Institutes and Workshops in Music

These special institutes and workshops are concerned with various aspects of music performance, arranging and composition, history, etc. Recent courses have included: The Beatles - The Music; Music of the Middle East; Arranging with Band-in-a-Box & Finale, and the C.W. Post Chamber Festival which has been offered every summer for over 25 years.
On Occasion, 1, 2, or 3 credits

MUS 662 Choral Music Methods

This course covers the organization and implementation of vocal music activities, programs and performing groups in grades 7 to 12. Methods and materials for vocal ensembles and group lessons are explored. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.**
Spring, 2 credits



MUS 663 String Literature, Techniques and Practices

Cross-listed with MUS 36

This course is designed to provide the student with a detailed and comprehensive study of string literature, techniques, instructional practices and administrative procedures. The primary focus will be a review of string literature appropriate for elementary and secondary school ensembles. Major publishers, composers, arrangers and common performance and teaching problems will be considered.
Fall, 2 credits

MUS 664 Band Literature, Techniques and Practices

Cross-listed with MUS 35

This course is a detailed and comprehensive study of wind and percussion techniques, instructional practices and administrative procedures that pertain to public school instrumental music problems.
Every Other Fall, 2 credits

MUS 665 Marching Band Techniques

Cross-listed with MUS 16T

Designed to provide the student with thorough knowledge in all aspects of the school marching band program. Students will learn program administration, including budgeting, scheduling, human resource management, and school and community relationships; show design concepts and application; visual instructional techniques; unique and specific outdoor musical instructional techniques; and support group utilization. **
Every other Fall, 2 credits

MUS 668 Graduate Music Teaching and Learning Seminar

This course develops a comprehensive understanding of the way children learn when they learn music. Students apply Edwin E. Gordon's Music Learning Theory to choral, general, special needs, and instrumental music teaching and learning situations. Strategies for meeting state and national standards are included. This course is required for students seeking New York State initial teaching certification.
Every Other Fall, 1 credit

MUS 673 Technology in Music Education

This is an introductory course designed for Music Education majors who are new to music technology. Students learn to integrate MIDI instruments and computers at every level of music instruction. The course focuses on the applications of music technology in performance as well as in the classroom at the K-12 level.
Spring, 2 credits

Music Ensembles

Prerequisite: Audition or director interview
Every Semester, 0 or 1 credit

MUS 538A Long Island

University/C.W. Post Chorus
MUS 538B Long Island University
Chamber Singers

MUS 538C C.W. Post Madrigal Singers

MUS 538D Long Island Sound –
Vocal Jazz

MUS 538E C.W. Post Symphonic Band

MUS 538F C.W. Post Orchestra

MUS 538G C.W. Post Jazz Ensemble

MUS 538H Merriweather Consort

MUS 538I C.W. Post Percussion
Ensemble

MUS 538J C.W. Post Guitar Ensemble

MUS 538K C.W. Post Brass Ensemble

MUS 538L C.W. Post Flute Ensemble

MUS 538M C.W. Post String Ensemble

MUS 538N C.W. Post Wind Ensemble

MUS 538O C.W. Post Jazz Combo

MUS 538P Vocal Jazz Combo

MUS 538Q Opera Ensemble

Applied Music

Individual instruction in the areas indicated
Special studio fee per semester
Every Semester, 1 or 2 credits

MUS 750 A, B Violin

MUS 751 A, B Viola

MUS 752 A, B Cello

MUS 753 A, B Bass

MUS 753 C, D Jazz Bass

MUS 754 A, B Guitar

MUS 754 C, D Jazz Guitar

MUS 760 A, B Flute

MUS 760 C, D Jazz Flute

MUS 761 A, B Oboe

MUS 762 A, B Clarinet

MUS 762 C, D Jazz Clarinet

MUS 763 A, B Bassoon

MUS 764 A, B Saxophone

MUS 764 C, D Jazz Saxophone

MUS 765 A, B Recorder

MUS 770 A, B Trumpet

MUS 770 C, D Jazz Trumpet

MUS 771 A, B Horn

MUS 772 A, B Trombone

MUS 772 C, D Jazz Trombone

MUS 773 A, B Tuba

MUS 774 A, B Euphonium

MUS 780 A, B Percussion

MUS 780 C, D Jazz Percussion

MUS 783 A, B Piano

MUS 783 C, D Jazz Piano

MUS 784 A, B Organ

MUS 785 A, B Synthesizer

MUS 788 A, B Voice

Thesis Courses

MUS 707 Research Methods

This course is open to matriculated students only. The course is designed to develop research techniques and the use of music reference and research materials. The selection of a thesis topic and the completion of an approved thesis proposal are required.
Every Semester, 3 credits

MUS 708 Thesis Seminar

This course is open to matriculated students only. The preparation of the thesis is taken under the guidance of the candidate's approved committee. The completed thesis is the subject of an oral examination.

Prerequisite: MUS 707

Every Semester, 3 credits

*Four hours of participation in the Rompertunes Early Childhood Music Teaching and Learning Program, which is conducted at the Sid Jacobson Jewish Community Center. The Rompertunes program takes place on Fridays between the hours of 11:15 a.m. and 12:30 p.m. Six hours of field experience and observations in an approved school environment are also required.

**Ten hours of field experience and observations in an approved school environment are required.

THEATRE, FILM, DANCE AND ARTS MANAGEMENT

Phone: (516) 299-2353

Fax: (516) 299-3824

Web site: www.liu.edu/svpa/theatre

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Degree Program

The Department of Theatre, Film, Dance and Arts Management offers a degree program leading to a Master of Arts in Theatre with an emphasis on contemporary theory, pedagogy and practice. It is designed to help nurture and create theatre artists who may work as actors, directors, designers, educators, or other creative participants in today's theatre, to prepare students to continue with further study in a doctoral program, or to prepare for a Master of Fine Arts program in performance or design.

The degree program involves a core of courses in theatre theory and history, as well as Suzuki and other contemporary performance techniques. The program presents a unique opportunity to study a variety of methodologies both experientially and through observation. The flexible curriculum allows the student the opportunity to design a course of study best suited to individual needs. All students are encouraged to spend an experiential summer with a practitioner of contemporary theatre.

Admission Requirements

Applicants must hold a bachelor's degree in theatre or a related field with an overall and major minimum grade point average of 3.00. Preparation for the program, in addition to theatre courses, would include coursework in art and music history, photography and design. In addition, applicants are expected to have practical experience in theatre as either an actor, director, playwright or designer.

The application process will include a completed application, two letters of recommendation from theatre instructors or professionals familiar with the applicant's theatre training and work, and a one-page written statement concerning the applicant's goals in theatre. All applicants must interview with the chairperson, and may be asked for an audition. Admission to the program is for the Fall semester only.

The Graduate Admissions Office and the Department must give approval for all potential students in this program. In the case of international students for whom English is a second language, a minimum TOEFL score of 550 (paper test) or 213 (computer test) PLUS a minimum score of 55 or above on the Test of Spoken English (TSE) or the Speaking Proficiency English Assessment Kit (SPEAK) is required.

Students admitted to this program are reviewed by the department after completion of one year of study (18 credits), and must be invited by the faculty to continue the program. Criteria for maintaining matriculation in the program include an acceptable grade point average, along with evidence of seriousness and professionalism about the course of study. Students are required to successfully complete a comprehensive examination on classical and modern plays at the end of their first year.

Residency Requirement

In most cases, all 36 credits required for the degree must be taken in the department. Exceptions may be made for a maximum of six credits taken at other graduate schools provided the courses are the equivalent of those required for the degree. Life experience, while acceptable for admissions requirements as described above, will not satisfy degree requirements.

Degree Requirements

Required Courses

The following courses are required for the degree:

Courses	Credits
THE 509 Performance Theory I: Research & Writing	3
THE 503 Performance Theory II: Modern Theatre	3
THE 502 Performance Theory III: Classical Theatre	3
THE 500 Current Theatre in New York	3
THE 505 Design Concepts for Visual Artists	3
THE 531 Directing	2
THE 521 Acting: Theory Pedagogy & Practice	1
THE 707 Thesis Seminar	3
THE 708 Thesis Project	3
Total	24

Twelve additional credits will be chosen by the student in consultation with, and the approval of, the Director of Graduate Studies. 12
36

Comprehensive Examination

Each student is required to complete successfully a comprehensive examination at the end of the first year of study (18 credits). This examination will cover the student's knowledge of the classical and modern canon. The student is expected to prepare for this examination during the first year in addition to coursework. The list of plays to be read by students will be distributed at the beginning of the Fall semester by the Director of Graduate Studies. Students who do not pass this examination may need to take or audit additional courses, or may be dismissed from the program.

The Experiential Term (THE 599: Internship)

Each student may elect to spend a term studying or working with a major practitioner of contemporary theatre. There may be additional costs involved in this experience, including, but not limited to, separate fees or tuition, travel and living expenses, etc. Experiential plans must be approved in advance by the Director of Graduate Studies.

Theatre Course Descriptions

THE 500 Current Theatre in New York

Visits to theatrical productions of post-modern work in New York City. Discussion and analysis of the theatrical experience, and an understanding of the circumstances and problems specific to the creation, production and marketing of post-modern work. Special ticket charge. *Every Other Spring, 1 credit*

THE 501 Performance Theory and Critical Thinking: Research Methods and Writing About Performance

This is a two-part core graduate course. The first part will introduce the serious graduate student to the methods and materials of intensive theatre research. The class will focus on how to watch, analyze and think about performance with a performance studies perspective. The course will culminate in an annotated bibliography and the student will turn his/her research into a paper in Part II of the class. *Fall, 3 credits*

THE 502 Performance Theory III Seminar in Classical Theatre

This course is a seminar focusing on research in classical theatre history and dramatic literature. Emphasis is on researching specific topics related to readings.

Prerequisite: THE 590 or chairperson's permission
Summer, 3 credits

THE 503 Performance theory II Seminar in Modern Theatre

This course is a seminar focusing on research in modern and contemporary theatre and drama. Emphasis is on researching specific topics related to readings.

Prerequisite: THE 590 or chairperson's permission.
Spring, 3 credits

THE 504 Technical Theatre Practices

This course is an introduction to the materials, processes and techniques for scenic construction, painting and rigging, stage lighting, sound, costumes and properties. The course includes practical experience in laboratory exercises and production.

Crew requirement
Fall, 3 credits

THE 505 Design Concepts for Visual Artists

This course presents a conceptual approach to lighting, scenic, and costume design for the actor/director and includes an analysis of the designer's drawings. Communication skills in expressing concepts to designers is covered. Class projects are required. *Spring, 3 credits*

THE 508 Drafting for Designers and Technicians

This course covers engineering drawing, with special emphasis on the specifics of theatrical drafting. Floor plans, design elevations, shop drawings, sections, pictorial drawings are examined. *Prerequisite: Permission of the instructor*
Every Other Spring, 3 credits

THE 510 Stage Management

This course covers the principles and skills of stage management, including analysis of script, preparation of prompt book, rehearsal organization, production coordination and the running of productions. Practical crew requirement. *Prerequisite: Permission of the instructor*
Spring, 3 credits

THE 511 Theatre Management and Administration

This course is an in-depth study of management and administration principles for theatre organizations: commercial, nonprofit, educational, repertory and touring. Includes production guidelines, budgeting, development, promotion, business records and resources. Individual projects are required. *Prerequisite: Department approval*
On Occasion, 3 credits

THE 521, 522 Acting: Theory, Pedagogy and Practice

Explores methodologies of actor training through practice, observation and discussion. The practice of pedagogy will be examined through the lens of the undergraduate course of study for B.F.A. students. While the methodology and practice of Constantine Stanislavsky will be a primary source, the course also touches on alternative methodologies including Tadashi Suzuki, and Anne Bogart. May be repeated for credit. *Fall, 3 credits*

THE 521 A 522 A

This is a not for credit laboratory of observation and participation in the pedagogical process. Must be taken in conjunction with THE 521 and 522 *Every Semester, 3 credits*

THE 531 Directing

This course is a study and practicum in directing for the theatre. Students concentrate on blocking, stage movement, and the creation of theatrical images in various kinds of spaces. Course work involves directing scenes and short plays, and focusing on work with the actors. May be repeated for credit
Fall, 3 credits

THE 533 Theories of Directing

In this seminar, students will read the original writings of many influential contemporary directors as well as important commentary and analysis of their creative process. The goal of the class is to understand the enormous contributions that each individual has made to the world of performance.
On Occasion, 3 credits

THE 534, 535, 536, 537 Production Laboratory

This course is an intensive experience in theatrical production for public performance. Students act, direct, or fulfill staff responsibilities in the productions of the Post Theatre Company. May be repeated for credit.
Every Semester, 1 credit

THE 540 Beginning Suzuki Technique

A studio course on Suzuki movement technique and theory (focus, stillness, creating an inner world and an intense physical life on stage), with special emphasis on connecting the training to preparation for rehearsal and performance.
Spring, 3 credits

THE 541A Speech

A studio course focusing on the practice of American Stage Standard Speech including the study of the International Phonetic Alphabet and dialect work.
Fall, 3 credits

THE 541B Voice

This course focuses on the use of the vocal instrument. Through exercises, based primarily on Linklater technique, the student explores the relationship of breath to the text and acquires the knowledge to care for and maintain vocal health and production.
Spring, 3 credits

THE 542 Advanced Suzuki

The goals of this class are to find and synthesize approaches to the generation of new theatrical material which are guided by the physical, aided by the intellect, and inspired by the emotive; to use the voice as an extension of the body

and sound as a physical impulse instead of the means to convey thought and, to explore individual expression of the human experience, firstly by means of the physical self, and then adding the spoken word. The primary physical technique employed is the Suzuki Method complemented by other techniques. Focus on physical and vocal training as applied to composition.

Prerequisite: THE 540 or Undergraduate Course THE 51 or permission of chair
Fall, 3 credits

THE 544 Acting for Film & Television

This advanced-level acting course prepares the actor for the many demands placed on the performer by the camera.
Prerequisite: THE 521 or Permission
Every Fall, 3 credits

THE 545 Playwriting

This course covers the theory and practice of writing for the stage. Intensive writing and rewriting leads to the development of a one-act play, with critical evaluation and individual attention. Selected plays may be produced as part of the Post Theatre Company Season
Spring, 3 credits

THE 549 History of Style

This course included a survey of costume, architecture and décor of the major periods of western civilization from pre-history to the present time with an emphasis on the source of research needed for design. Visits to galleries, museums, libraries and historical sites. Extensive research required.
Fall, 3 credits

THE 561 Lighting Design

This course is a practical approach to problems in design and emphasizes production experience. The course includes portfolio development and criticism. Design assignment is required.
Prerequisite: Department approval
Every Other Fall, 3 credits

THE 563 Scene Design

This course presents a practical approach to problems in design by emphasizing production experience. Portfolio development and criticism is included. Design assignment is required.
Prerequisite: Department approval
Every Other Fall, 3 credits

THE 580 Contemporary Musical Theatre Seminar

This course offers opportunities for practical work in musical theatre.
Every Fall, 3 credits

THE 565 Costume Design

An advanced exploration of the principles and procedures of costume design for the theatre. Includes examination and practical application of the process of script analysis for the designer through design projects, with sketch development, color control, presentation and construction of costumes. A study of the history of clothing is included. Extensive reading, research and individual projects are required.
Prerequisites: THE 504, 505
Fall, 3 credits

THE 566 Make-up and Mask

This course explores practical instruction in make-up techniques in theatre, film and television. The function of make-up is initially explored through mask work. Design process, production styles, sketch development and make-up techniques are then studied through demonstration and individual application.
Fall, Spring, 3 credits

THE 589C Advanced Individual Study in Theatre

This course is for individual faculty-guided projects. May be repeated for credit.
Prerequisite: Approval of department chairperson.
Every Semester, 3 credits

THE 590 Performance Theory & Critical Thinking: Research Methods & Writing about Performance.

This course introduces the serious student to the methods and materials of theatre research, focusing on how to watch, analyze and think about performance with a performance studies perspective.
Fall, 3 credits

THE 599 Theatre Internship

This course provides practical hands-on experience under the guidance of professionals in active theatre companies off campus. Internship assignments are made in consultation with graduate faculty and must fulfill specific criteria.
On Occasion, 1-3 credits

THE 707, 708 Thesis

This course covers the completion of an independently designed project approved by the graduate faculty. Students may choose to do a thesis in directing, acting, design, management, research or playwriting.
Every Semester, 3 credits

ARM 589 Advanced Independent Study in Arts Management

This course is for individual faculty-guided projects. May be repeated for credit.

*Prerequisites: Approval of department chair
Every Semester, 1-3 credits*

CIN 589 Advanced Individual Study in Film

This course is for individual faculty-guided projects. Approval of department chair. May be repeated for credit.

Every Semester, 1-3 credits

DNC 589 Advanced Individual Study in Dance

This course is for individual faculty-guided projects. Approval of department chair is required. May be repeated for credit.

Every Semester, 1-3 credits

APPROVED PROGRAMS – C.W. POST

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.

College of Information and Computer Science

Major	Hegis Code	Degree
Archives & Records Management	1699	Adv. Cert.
Computer Science	0702	BS
Information Management & Technology	0799	BS
Information Management & Technology/Information Technology Education	0799.00	BS/MS
Information Technology Education	0799.00	MS
Information Studies	0702	Ph.D.
Information Systems	0702	BS, MS, BS/MS
Library and Information Science	1601	MS
Library and Information Science/ School Library Media	0899.01	MS, Adv. Cert.
Management Engineering	0913	MS
Public Library Administration	1601.00	Adv. Cert

College of Liberal Arts & Sciences

Major	Hegis Code	Degree
American Studies	0313.00	BA
Applied Behavior Analysis	2099	Adv. Cert.
Applied Mathematics	1703	MS
Applied Mathematics with Computer Science	1703	BS
Applied Psychology	2007	MS
Biology	0401	BA, BS, BS/MS, MS
Biology: Adoles Ed	0401.01	BS
Biology: Adoles Ed/Childhd Ed	0401.01/0802	BS/MA
Biology: Adoles Ed/Literacy	0404.01/0830	BA/MS
Biology: Adoles Ed/ Special Adoles Ed	0401.01/0808	BS/MSED
Chemistry	1905	BA, BS
Chemistry: Adoles Ed	1905.01	BS
Chemistry: Adoles Ed/ Childhd Ed	1905.01/0802	BS/MA
Chemistry: Adoles Ed/Literacy	1905.01/0830	BA/MS
Chemistry: Adoles Ed/ Special Adoles Ed	1905.01/0808	BS/MSED
Clinical Psychology	2003	Psy.D.
Comparative Languages	1101	BA
Earth Science: Adoles Ed	1917.01	BS

Earth Sci: Adoles Ed/Childhd Ed	1917.01/0802	BS/MA
Earth Sci: Adoles Ed/Literacy	1917.01/0830	BA/MS
Earth Sci: Adoles Ed/ Special Adoles Ed	1917.01/0808	BS/MSED
Economics	2204	BA
English	1501	BA, MA
English: Adoles Ed	1501.01	BS
English: Adoles Ed/Childhd Ed	1501.01/0802	BS/MA
English: Adoles Ed/Literacy	1501/0830	BA/MS
English: Adoles Ed/ Special Adolescence Ed	1501.01/0808	BS/MSED
Environmental Studies	0420	MS
Forensic Science	1999.20	BS
French	1102	BA
French: Adoles Ed	1102.01	BS
French: Adoles Ed/Childhd Ed	1102.01/0802	BS/MA
French: Adoles Ed/Literacy	1102.01/0830	BA/MS
French: Adoles Ed/ Special Adoles Ed	1102.01/0808	BS/MSED
General Studies	5699	AA
Geography	2206	BA
Geology	1914	BA, BS
German	1103	BA
History	2205	BA, MA
Interdisciplinary Studies	4901	BA, BS, MA, MS
International Studies	2210	BA
International Studies/ Business Administration	2210/0506	BA/MBA
Italian	1104	BA
Italian: Adoles Ed	1109.01	BS
Italian: Adoles Ed/Childhd Ed	1109.01/0802	BS/MA
Italian: Adoles Ed/Literacy	1109.01/0830	BA/MS
Italian: Adoles Ed/ Special Adoles Ed	1109.01/0808	BS/MSED
Mathematics	1701	BA, BS
Mathematics: Adoles Ed	1701.01	BS
Math: Adoles Ed/Childhd Ed	1701.01/0802	BS/MA
Math: Adoles Ed/Literacy	1701.01/0830	BA/MS
Mathematics for Secondary School Teacher	1701.01	MS
Math: Special Adolescence Ed	1701.01/0808	BS/MSED
Mathematics/Physics	1799	BS
Middle Childhood Education: English, Spanish, Biology, Earth Science, Mathematics or Social Studies	0804.00	MS
Philosophy	1509	BA
Physics	1902	BA
Political Science	2207	BA, MA, BA/MA
Political Science/		

Public Administration	2207/2102	BA/MPA
Psychology	2001	BA, BS, MA
Sociology	2208	BA
Soc Studies: Adoles Ed	2201.01	BS
Soc Studies: Adoles Ed/ Childhd Ed	2201.01/0802	BS/MA
Soc Studies: Adoles Ed/Literacy	2201.01/0830	BA/MS
Soc Studies: Adoles Ed/ Special Adoles Ed	2201.01/0808	BS/MSED
Spanish	1105	BA, MA
Spanish: Adoles Ed	1105.01	BS
Spanish: Adoles Ed/Childhd Ed	1105.01/0802	BS/MA
Spanish: Adoles Ed/Literacy	1105.01/0830	BA/MS
Spanish: Special Adolescence Ed	1105.01/0808	BS/MSED

College of Management

Major	Hegis Code	Degree
Accountancy	0502	BS, MS, BS/MS, BS/MBA
Accounting & Taxation	0502	Adv. Cert.
Business	0506	Adv. Cert.
Business Administration	0506	BS, MBA, BS/MBA Adv. Cert.
Business Administration & Law (with Touro Law Center)	0506/1401	MBA/JD
Criminal Justice	2105	BA, MS, BA/MS
Criminal Justice- Security Administration	2105	MS
Gerontology	2299.10	Adv. Cert.
Health Care Administration	1202	BS, MPA, BS/MPA
Health Care Administration & Law (with Touro Law Center)	1202/1401	MPA/JD
International Studies/ Business Administration	2210/0506	BA/MBA
Non-Profit Management	2102.00	Adv. Cert.
Political Science/Public Administration	2207/2102	BA/MPA
Public Administration	2102	BS, MPA, BS/MPA
Social Work	2104	BS, MSW
Taxation	0502.10	MS

School of Education

Major	Hegis Code	Degree
Adolescence Education (7-12)	0803.00	MS
Adolescence Education: English, Spanish, 5-6 Ext, Biology, Earth Science Mathematics, Or Social Studies	0803.00	MS

Biology: Adoles Ed	0401.01	BS
Biology: Adoles Ed/Childhd Ed	0401.01/0802	BS/MA
Biology: Adoles Ed/Literacy	0404.01/0830	BA/MS
Biology: Adoles Ed/ Special Adoles Ed	0401.01/0808	BS/MSED
Chemistry: Adoles Ed	1905.01	BS
Chemistry: Adoles Ed/Childhd Ed	1905.01/0802	BS/MA
Chemistry: Adoles Ed/Literacy	1905.01/0830	BA/MS
Chemistry: Adoles Ed/ Special Adoles Ed	1905.01/0808	BS/MSED
Childhood Ed (Internship)	0802.00	MS
Childhood Ed/Adolescence Ed: Biology	0802/0401.01	BS/MS
Childhood Ed/Adolescence Ed: Earth Science	0802/1917.01	BS/MS
Childhood Ed/Adolescence Ed: English	0802/1501.01	BS/MS
Childhood Ed/Adolescence Ed: Mathematics	0802/1701.01	BS/MS
Childhood Ed/Adolescence Ed: Social Studies	0802/1701.01	BS/MS
Childhood Ed/Adolescence Ed: Spanish	0802/1105.01	BS/MS
Childhood Ed/Early Childhood	0802/0823	BS/MA
Childhood Ed/Literacy	0802/0830	BS/MS
Childhood Ed/Special Ed	0802/0808	BS/MSED
Childhood/Special Education	0808.00	MS
Childhood Teaching Literacy B-6	0830.00	MS
College Student Development	0826.00	MS
Early Childhood Ed (Internships)	0823.00	MS
Early Childhood Ed/Childhood Ed	0823/0802	BS/MA
Early Childhood Ed/Literacy	0823/0830	BS/MS
Earth Science	1917	MS
Earth Science: Adoles Ed	1917.01	BS
Earth Sci: Adoles Ed/Childhd Ed	1917.01/0802	BS/MA
Earth Sci: Adoles Ed/Literacy	1917.01/0830	BA/MS
Earth Sci: Adoles Ed/ Special Adoles Ed	1917.01/0808	BS/MSED
Educational Leadership	0828	MSED, Adv. Cert.
Educational Technology	0899	MS
Educator in Non-School Settings	0899	BS
Educational Technology	0899	MS
English: Adoles Ed	1501.01	BS
English: Adoles Ed/Childhd Ed	1501.01/0802	BS/MA
English: Adoles Ed/Literacy	1501/0830	BA/MS
English: Adoles Ed/ Special Adolescence Ed	1501.01/0808	BS/MSED
French: Adoles Ed	1102.01	BS
French: Adoles Ed/Childhd Ed	1102.01/0802	BS/MA
French: Adoles Ed/Literacy	1102.01/0830	BA/MS
French: Adoles Ed/ Special Adoles Ed	1102.01/0808	BS/MSED
Health Education	0835	BS
Health and Physical Education	0837	BS
Initial Certification Childhood	0802	BS
Initial Certification Early Childhood	0823	BS
Italian: Adoles Ed	1109.01	BS

Italian: Adoles Ed/Childhd Ed	1109.01/0802	BS/MA
Italian: Adoles Ed/Literacy	1109.01/0830	BA/MS
Italian: Adoles Ed/ Special Adoles Ed	1109.01/0808	BS/MSED
Literacy-Birth-Grade 6	0830	MSED
Mathematics: Adoles Ed	1701.01	BS
Math: Adoles Ed/Childhd Ed	1701.01/0802	BS/MA
Math: Adoles Ed/Literacy	1701.01/0830	BA/MS
Math: Special Adolescence Ed	1701.01/0808	BS/MSED
Mental Health Counseling	2104.10	MS
Middle Childhood Education: English, Spanish, Biology, Earth Science, Mathematics, Or Social Studies	0804.00	MS
Non-Certification Childhood 1-6	0802	BS
Non-Certification Early Childhood	0823	BS
Physical Ed. & Health Ed.	0835	BS
Physical Education	0835.00	BS
School Building Leader	0828	MSED
School Counselor	0826.01	MS
School District Business Leader	0827	Adv. Cert.
Soc Studies: Adoles Ed	2201.01	BS
Soc Studies: Adoles Ed/Childhd Ed	2201.01/0802	BS/MA
Soc Studies: Adoles Ed/Literacy	2201.01/0830	BA/MS
Soc Studies: Adoles Ed/ Special Adoles Ed	2201.01/0808	BS/MSED
Spanish: Adoles Ed	1105.01	BS
Spanish: Adoles Ed/Childhd Ed	1105.01/0802	BS/MA
Spanish: Adoles Ed/Literacy	1105.01/0830	BA/MS
Spanish: Special Adolescence Ed	1105.01/0808	BS/MSED
Special Education	0808.00	MSED
Speech-Language Pathology and Audiology	1220	BS
Speech-Language Pathology	1220	MA
Teaching English to Speakers of Other Languages	1508	MA
Teaching Students with Speech/Language Disability	1220.00	MA

School of Health Professions and Nursing

Major	Hegis Code	Degree
Advanced Practice Nursing	1203.10	MS
Biomedical Science: Clinical Lab Science, Generalist	1299	BS
Biomedical Science: Clinical Lab Science, Categ. Lab.	1299	BS
Biomedical Science: Cytotechnology	0417	BS
Biomedical Technology	1299	BS
Cardiovascular Perfusion	1223	MS
Clinical Laboratory Mgmt.	1299	MS
Clinical Laboratory Science	1299	MS
Dietetics – Dietetic Internship	1306	Adv. Cert.
Family Nurse Practitioner	1203.10	MS, Adv. Cert.

Forensic Science	1999.20	BS
Health Information Management	1215, 5213	BS, Cert.
Magnetic Resonance Imaging	5207	Cert.
Medical Biology	1299	MS
Nursing (RNs)	1203.10	BS
Nursing Education	1203.10	MS
Nursing Education	1203.12	Adv. Cert.
Nutrition	1299, 0424	BS, MS, BS/MS
Radiologic Technology	1225	BS

School of Visual and Performing Arts

Major	Hegis Code	Degree
Art	1002	BFA, MA
Art Education (Internship)	0831	MS
Art Education “B-12”	0831	BA, BFA
Art History and Theory	1003	BA
Arts Management	1099	BFA
Art Therapy	1099	BS
Clinical Art Therapy	1099	MA
Dance Studies	1008	BFA
Digital Arts and Design	1002	BFA
Electronic Media	0601	BFA
Film	1010	BFA
Fine Arts & Design	1001	MFA
Instrumental Performance	1004	BM
Interactive Multimedia	0605	MA
Music	1004	BS, MA
Music Education “B-12”	0832	BS, BM
Music Education (Internship)	0832	MS
Photography	1011	BFA
Print and Electronic Journalism	0601	BFA
Public Relations	0601	BFA
Theatre Arts	1007	BA, BFA
Theatre	1007	MA
Vocal Performance	1004	BM

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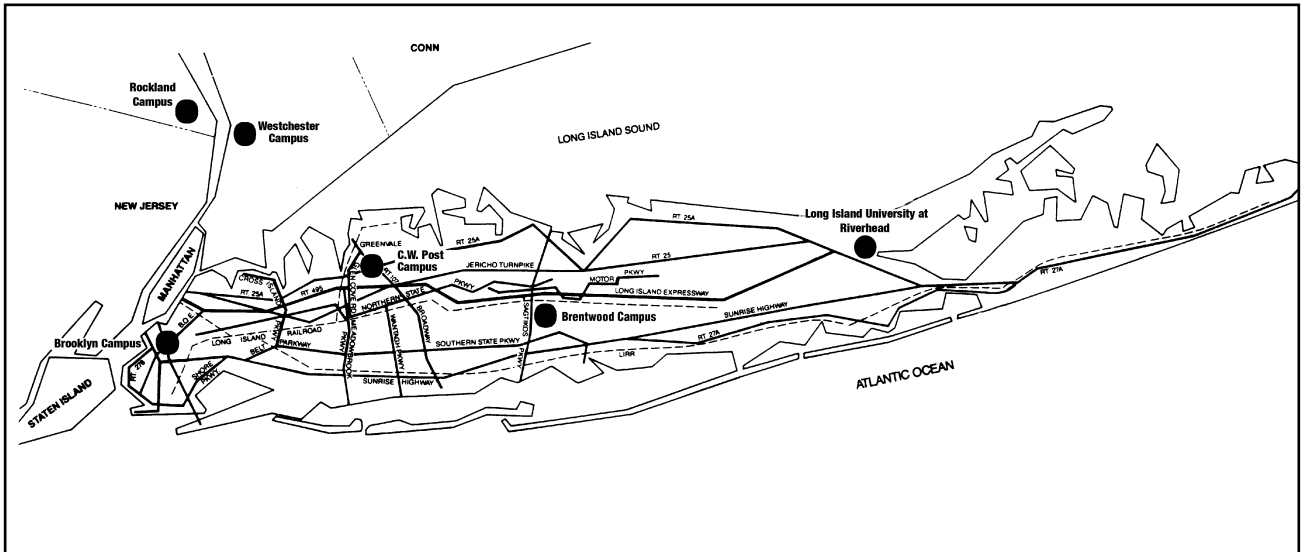
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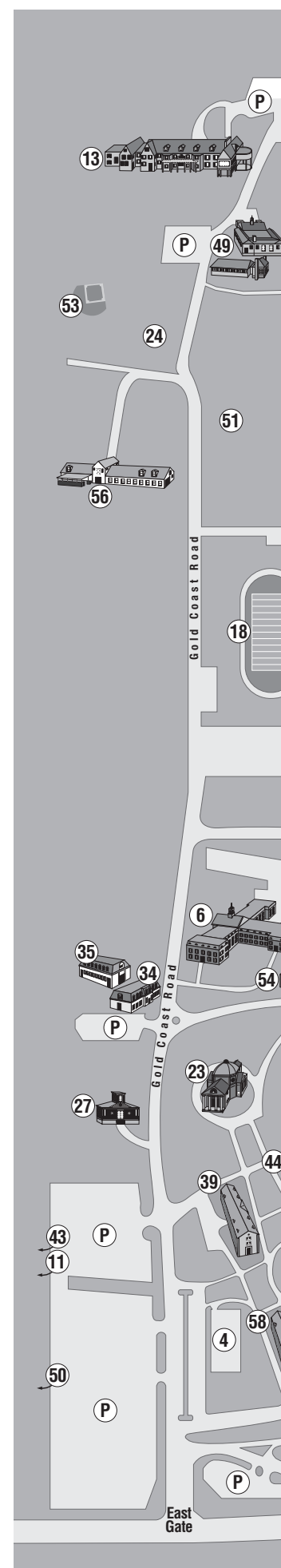
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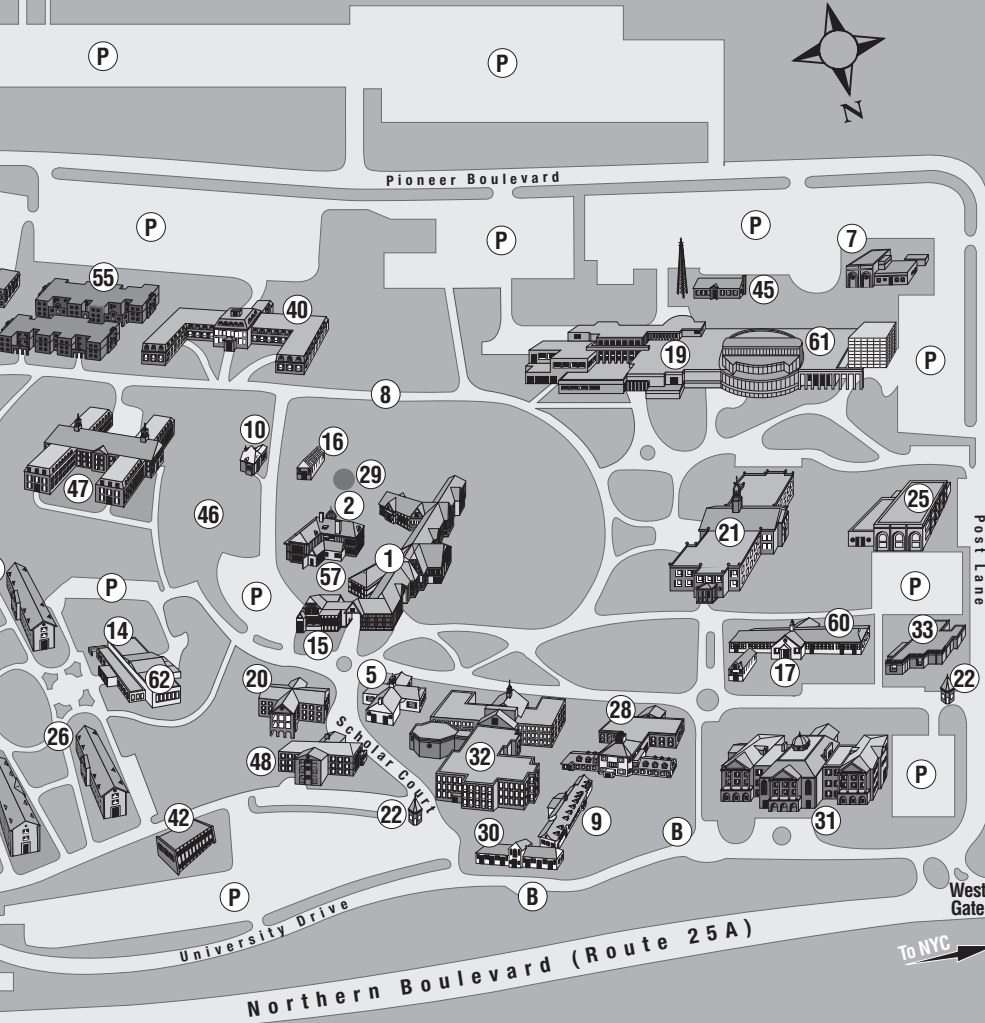
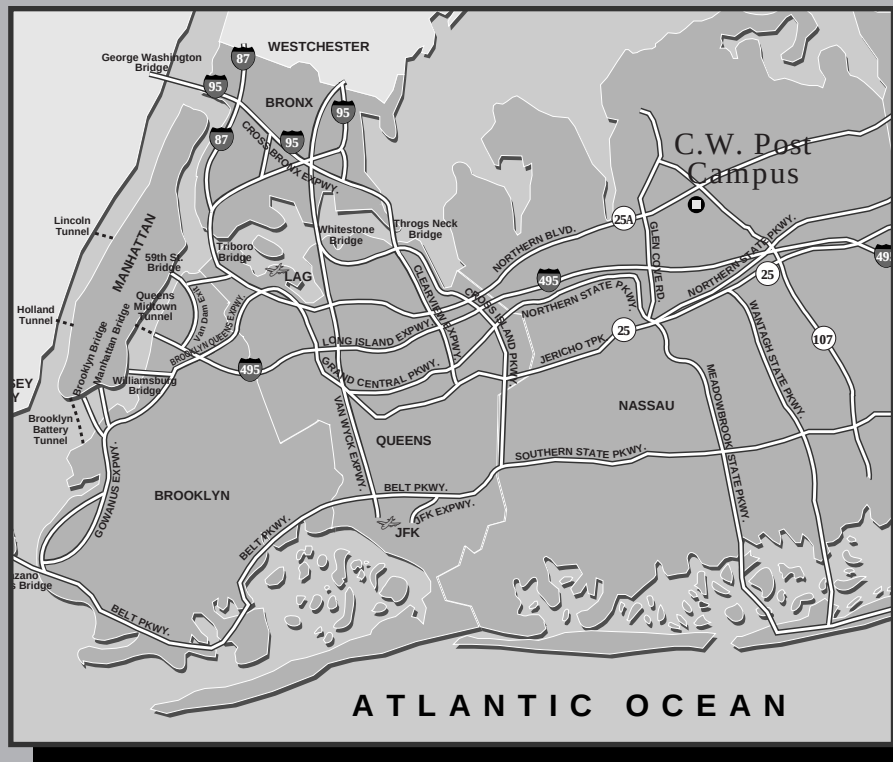
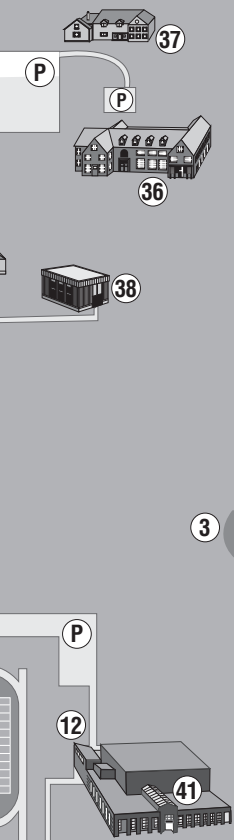
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The academic programs of C.W. Post are registered with the New York State Education Department and are accredited by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools. In addition, various other academic programs have received professional and specialized accreditation. They include:

- AACSB International – The Association to Advance Collegiate Schools of Business
- American Art Therapy Association
- American Chemical Society
- Commission on Accreditation for Dietetics Education, American Dietetic Association (ADA)
- American Library Association (ALA)
- American Psychological Association (APA)
- American Speech-Language-Hearing Association (ASHA)
- Commission on Accreditation of Allied Health Education Programs (in cooperation with the Council on Accreditation of the American Health Information Management Association [AHIMA])
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE)
- Council for Accreditation of Counseling and Related Programs (CACREP)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Association of Schools of Public Affairs & Administration (NASPAA)
- National League for Nursing Accrediting Commission (NLNAC)

- | | |
|---|---|
| 1 Administration/
Winnick House/Great
Hall | 32 Life Science/Pell Hall |
| 2 Admissions | 33 Little Theatre |
| 3 Baseball Field | 34 Lodge A Residence Hall |
| 4 Basketball Courts
(Outdoors) | 35 Lodge B Residence Hall |
| 5 Bookstore | 36 Lorber Hall/
School of Accountancy |
| 6 Brookville Residence
Hall | 37 McGrath House |
| 7 Central Heating Plant | 38 Music Rehearsal Building |
| 8 Chipmunk Trail | 39 Nassau Residence Hall |
| 9 Crafts Center | 40 Post Residence Hall |
| 10 Dollhouse | 41 Pratt Recreation Center |
| 11 Facilities Services | 42 Printmaking Studio |
| 12 Field House | 43 Public Safety |
| 13 Fine Arts Center | 44 Queens Residence Hall |
| 14 Gold Coast Room | 45 Radio Station WCWP
(Abrams
Communication Center) |
| 15 Graduate Admissions | 46 Riggs Park |
| 16 Greenhouse (Miracle-
Gro) | 47 Riggs Residence Hall |
| 17 Greenhouse Terrace | 48 Roth Hall |
| 18 Hickox Field/Football,
Track, Lacrosse, Field
Hockey | 49 Sculpture Studios |
| 19 Hillwood Commons | 50 Sewage Treatment Plant |
| 20 Hoxie Hall | 51 Soccer Field (Men's) |
| 21 Humanities Hall | 52 Soccer Field (Women's) |
| 22 Information Guard
Booths | 53 Softball Field |
| 23 Interfaith Center,
Chapel | 54 South Residence Halls
(Red, Green) |
| 24 Intramural Fields | 55 South Residence Halls
(Yellow, Blue) |
| 25 Kahn Discovery Center | 56 Stables/Equestrian
Center |
| 26 Kings Residence Hall | 57 Stecklow Gardens |
| 27 Klar Intercultural Center | 58 Suffolk Residence Hall |
| 28 Kumble Hall
(Student Services
Building) | 59 Tennis Courts |
| 29 Labyrinth | 60 Theatre, Film and Dance
Building |
| 30 Ladge Speech & Hearing
Center | 61 Tilles Center |
| 31 Library (B. Davis
Schwartz Memorial) | 62 Winnick Student Center |
| | B Long Island Bus |
| | P Parking Areas |





C.W. Post Campus
Long Island University

NOTES
