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# LIU Brooklyn

## 2022 - 2023 Graduate Catalog

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

*General Information: 718-488-1000*

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

*Admissions: 718-488-1011*

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

Notice to Students: The information in this publication is accurate as of September 1, 2022. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulations.

The University reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, modes and methods of instruction, and other phases of school activity, at any time, without prior notice. The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war, epidemic, government action, or other force majeure. The University expects each student to be knowledgeable about the information presented in this bulletin and other official publications pertaining to his/her course of study and campus life. For additional information or specific degree requirements, prospective students should call the Office of University Admissions. Registered students should speak with their Success Coach.

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## ABOUT LONG ISLAND UNIVERSITY

### Mission Statement

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

### Vision

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

### Motto

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

### Founding Date

Long Island University was founded in 1926.

### Carnegie Classification

Doctoral Universities-High Research Activity (R2)

### Alumni

LIU has an active network of more than 285,000 alumni, including leaders and innovators in industries across the globe.

### Athletics

Colors: Blue and Gold

Mascot: Sharks

Teams: 38

National Affiliation: NCAA Division I

Conference: Northeast Conference (NEC)

### Accreditation

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

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

### University Policies

Long Island University maintains a Policy Site to

provide a comprehensive listing of all policies that are easily accessible to all members of the University community. The site contains the most up-to-date versions of all policies. For questions regarding a policy, contact [policy@liu.edu](mailto:policy@liu.edu).

Policy categories include:

- Academic Affairs
- Admissions
- Compliance
- Diversity, Equity, and Inclusion
- Facilities
- Human Resources
- Information Technology
- Public Safety
- Student Affairs
- Student Finance
- Student Registration

To view all University Policies, visit [www.liu.edu/policy](http://www.liu.edu/policy).

### Title IX

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

#### Title IX Coordinator

Long Island University

700 Northern Boulevard

Brookville, New York 11548

Phone: (516) 299-3522

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

### FERPA Notice to Students

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provide that a school may provide what they deem "directory information," without the student's consent or as provided by the law. Directory information at Long Island University includes the following: the student's name, enrollment status, class, major field of study, dates of attendance, degrees, and awards received, past and present participation in officially recognized sports and non-curricular activities, physical factors (height, weight) of athletes and the most previous educational agency or institution attended.

Students who wish to have their directory information withheld can make this election by filing the appropriate form at Enrollment Services.

### University Grievance Policy

This policy complies with the Middle States Commission on Higher Education's Verification of Compliance with Accreditation—Relevant Federal Regulations, area 4, and with the

Commission's policy on published information. The University additionally complies with federal regulations 34 CFR §602.16(a)(1)(ix) and 34 CFR §668.43(b).

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

Students should attempt to resolve academic and non-academic grievances through the proper internal channels at the University, which are identified in the Student Handbooks and/or current University Catalogs

For an academic complaint, students should first attempt to resolve their complaint directly with the appropriate faculty member. If the student is not satisfied with the result, they should address their complaint to the department chair or program director. Students who wish to pursue the matter further should contact their respective academic dean. Students seeking clarification of program requirements, graduation requirements, academic standing, or academic suspension should contact their Success Coach or academic advisor.

For a non-academic complaint, students should first consult their Success Coach or academic advisor for guidance on how to resolve the issue. Success Coaches or academic advisors may direct the student to other resources, such as a Resident Director, Public Safety, a faculty member with whom the student is familiar, or counseling staff. If the student is not satisfied with the result and wishes to pursue the matter further, they should contact the Dean of Students or an Associate Dean of Students. Students may request confidentiality; on occasion, confidentiality cannot be guaranteed, except by counseling staff, where matters are always confidential unless otherwise outlined in the Student Health and Counseling Confidentiality Policy.

Students are advised that most external complaint processes require that they exhaust avenues of complaint internal to the institution before they pursue an appeal.

To report violations of law, breaches of policy or allegations of improper conduct pertaining to the University; or, to otherwise provide reliable information may file a report through the EthicsPoint 2 Compliance Line/NAVEX Global toll free number, 866-295-3143. The University expects that reports submitted through EthicsPoint are made in a good-faith effort to address legitimate issues needing correction, or to otherwise provide reliable information.

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

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**DIRECTORY**


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**Student Support Departments**

<b>Department Name</b>	<b>Phone</b>	<b>E-Mail</b>
<b>Admissions, Office of</b> <ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Graduate</li> <li>• International</li> </ul>	718-488-1011	bkln-enroll@liu.edu
<b>Alumni &amp; Employer Engagement</b> <ul style="list-style-type: none"> <li>• Alumni Relations</li> <li>• Employer Engagement</li> </ul>	718-780-6562	LIUAlumni@liu.edu
<b>Athletics</b>	718-780-4591	Liuathletics.com
<b>Bookstore</b>	718-858-3888	liunet-brooklyn.bncollege.com/shop/liu-brooklyn
<b>Campus Recreation</b> <ul style="list-style-type: none"> <li>• Recreation &amp; Intramurals</li> <li>• Fitness Center</li> <li>• Pool</li> </ul>	718-488-3009	studentaffairs@liu.edu
<b>Dining and Food Service</b>	718-246-6466	Aichelmann-frederick@aramark.com
<b>English Language Institute</b>	718-488-1323	bkln-esl@liu.edu
<b>Enrollment Services</b> <ul style="list-style-type: none"> <li>• Academic Advisement</li> <li>• Financial Aid</li> <li>• International Student Services</li> <li>• Transcripts</li> </ul>	718-488-1037	Brooklyn-enrollmentservices@liu.edu
<b>Facilities</b>	718-488-1079	
<b>Learning Center</b> <ul style="list-style-type: none"> <li>• Tutoring Program</li> <li>• Writing Program</li> <li>• Disability Support Services</li> </ul>	718-488-1095	
<b>Library</b>	718-488-1680	www.liu.edu/brooklyn-library
<b>LIU Promise</b> <ul style="list-style-type: none"> <li>• Academic Advisement</li> <li>• Career Success</li> <li>• Residence Life</li> <li>• Student Life</li> <li>• Student Veteran Resource Center</li> <li>• Study Abroad</li> </ul>	718-488-1042	bkln-promise@liu.edu
<b>Psychological Services Center</b> <ul style="list-style-type: none"> <li>• Student Counseling</li> </ul>	718-488-1266	psc2021@liupsc.com
<b>Public Safety, Department of</b>	718-488-1078	publicsafety@liu.edu
<b>Student Affairs, Division of</b> <ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Diversity, Equity, and Inclusion</li> <li>• Commencement</li> <li>• Parent &amp; Family Programs</li> <li>• Title IX</li> </ul>	718-488-1200	studentaffairs@liu.edu
<b>Technology, Help Desk</b>	718-488-3300	it@liu.edu

**Academic Colleges & Schools**

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

**ACADEMIC CALENDAR 2022-2023****Fall 2022**

September 5	Labor Day-holiday
September 7	Weekday classes begin
September 7-20	Registration and program changes
September 10-11	First weekend session classes begin
September 20	Registration and program changes end
October 8	Last day to apply for a comprehensive examination
October 10	Spring 2023 Registration Begins for Continuing Students (tentative)
October 22-23	First weekend session final examinations
October 29-30	Second weekend session classes begin
November 1	Election Day-classes in session
November 11	Last day for full or partial withdrawal for full-term Spring courses
November 23	Wednesday classes don't meet/Wednesday follows a Friday schedule
November 24-27	Thanksgiving holiday
November 28	Classes resume
December 15	Semester classes meeting Monday through Friday end
December 17-18	Second weekend session final examinations/last class meeting
December 16-22	Final examinations-undergraduate and graduate
December 22	Last day to submit thesis for Fall graduates
December 23	Winter recess begins

**Winter 2023**

January 2	Interession Classes Begin
January 13	Final Class Meeting/Final Exam

**Spring 2023**

January 13	Conferral of Fall degrees
January 16	Martin Luther King Day - no classes
January 17	Weekday classes begin
January 17 - 30	Registration and program changes
January 21-22	First weekend session classes begin
January 30	Registration and program changes end
February 13	Summer/Fall 22 Registration begins (tentative)
February 20	President's Day-no classes
February 21	Tuesday follows a Monday schedule/No Tuesday classes
March 4-5	First weekend session final examinations
March 6	Spring recess begins

March 13	Classes resume
March 18-19	Second weekend session classes begin
March 31	Last day for withdrawal from full-semester classes
April 29-30	Second weekend session final examinations/Last Class Meeting
May 2	Semester classes meeting Monday through Friday end
May 3-9	Final examinations-undergraduate and graduate
May 9	Last day to submit a thesis for spring graduates
May 13	Commencement Ceremony (tentative)
May 12	Conferral of Spring degrees

**Summer I 2023**

May 13-14	Weekend session classes begin
May 15	Weekday classes begin
May 16	Registration and program changes end for weekday classes
May 19	Last day to add Weekend Session Class
May 27-29	Memorial Day-holiday
June 13	Last day for withdrawal from Summer I classes
June 26	Last day of weekday classes
During Last Class Meeting	Final Exams Summer 1
July 1-2	Weekend session final examinations/Last Class Meetings

**Summer II 2023**

July 8-9	Weekend session classes begin
July 10	Weekday classes begin
July 12	Registration and program changes end for weekday classes
July 14	Last day to apply for September degree
July 14	Last day to apply for a comprehensive examination
August 4	Last day for withdrawal from Summer II classes
August 18	Last weekday class
During Last Class Meeting	Final Exams Summer 2
August 19-20	Weekend session final examinations
August 31	Summer degrees conferred



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**ADMISSION**

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Applicants are strongly encouraged to submit an application online at [www.liu.edu/apply](http://www.liu.edu/apply).

A paper application may also be obtained by visiting the Office of Admissions, LIU Brooklyn, 1 University Plaza, Brooklyn, N.Y. 11201-5372, e-mailing [bkln-admissions@liu.edu](mailto:bkln-admissions@liu.edu), or by calling 718-488-1011. A bachelor's degree (or its equivalent) from an accredited institution, indicating an acceptable record, is necessary to be considered for admission to the graduate programs. Additional requirements are described in the sections for each discipline.

In general, applicants must also submit official transcripts from all colleges and universities attended showing all undergraduate and graduate coursework taken and degrees received, if any. Some departments may request letters of recommendation, resumes, test scores, writing samples, portfolios, copies of professional licenses or other additional documents. Applicants should refer to the section of this bulletin for their program of interest as well as the departmental website to determine what documents are required for admission by their program as well as to determine where credentials and materials are to be sent for processing. An application fee of \$50 is required. LIU Brooklyn encourages students to self-manage their application, which means it is the responsibility of the applicant to collect all required documents needed for admission and submit them to the Admissions Office. Students needing assistance and clarification are encouraged to email the Graduate Admissions Office at [bkln-admissions@liu.edu](mailto:bkln-admissions@liu.edu).

Most graduate programs are available each semester on a rolling admissions basis. However, it is strongly encouraged that applications and supporting materials be submitted as early as possible. Several graduate programs have specific application deadlines. Examples of these programs are the Doctor of Physical Therapy (D.P.T.) which is due February 15; the Master of Physician Assistant Studies due on January 15; the Ph.D. in Clinical Psychology due on January 5; the Master of Speech-Language Pathology due on February 1.

Consult the section for your academic discipline for additional information.

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**General Information**

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Long Island University accepts applications for enrollment in a registered certificate, undergraduate, graduate, or doctoral program. Through the application review process, the University seeks evidence that applicants are academically and intellectually qualified and prepared to pursue college-level work.

All communications concerning admission to Long Island University should be addressed to the Office of Admissions. Information about admission to the University is found on [liu.edu/visit](http://liu.edu/visit).

The Office of Admissions accepts and reviews applications on a rolling basis, allowing prospective students to submit applications at any time during the cycle. Some graduate or doctoral academic programs may have an established application deadline.

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**Graduate Admission**

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

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

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

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

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

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

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**International Admissions**

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

Applicants should submit the below required material for consideration:

- Original official records of all university work, including graduation certificate or equivalent. Official certified translations in English are also required if the records are in a language other than English.
- Non-refundable application fee.
- Professional evaluation of their university credits from a NACES-member organization ([www.NACES.org](http://www.NACES.org)).
- Official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE) scores.

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

Language Proficiency may be determined based on the criteria below:

- Minimum TOEFL score for graduate applicants: 79 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum IELTS score for admission: 6.5
- ELS 112 completion certificate
- Minimum Duolingo score: 105

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

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

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

## Readmission

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

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

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

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

## Visiting Students

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

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

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

## Non-Degree Students

A student who holds a bachelor's degree and wishes to take a limited number of undergraduate or graduate-level courses for certification, professional advancement or personal enrichment may be admitted as a non-degree student.

Acceptance as a non-degree student does not constitute acceptance into a degree or certificate program, although courses taken might apply to degree programs if a student subsequently applies to and gains admission to a specific program. Personal Enrichment credits are typically limited to 6 to 9 credits. Some departments do not allow students to enroll with Personal Enrichment status. A maximum of two semesters of Personal Enrichment is permitted, and students must complete an application each semester before registration,

## Transfer Credits

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

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

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

## New York State Immunization Law

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

*Measles, Mumps, and Rubella (MMR):* In accordance with New York State Public Health Law § 2165, all students born on or after January 1, 1957 and are enrolled for at least six (6) credits or more are required to provide Long Island University with certified proof of vaccination from a health care provider.

*Meningococcal Disease (Meningitis):* In accordance with New York State Public Health Law § 2167 all students enrolled for at least six (6) credits or more are required to provide the University with certified proof of vaccination within the past 10 years from a health care provider.

*Rabies Vaccine:* In accordance with CDC recommendations, all students enrolled in the College of Veterinary Medicine are required to provide the University with certified proof of rabies pre-exposure prophylaxis (PreP) vaccination and proof of continued compliance during their enrollment at the University.

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

documents.

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

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

## ACADEMIC POLICY

### Academic Responsibility

The responsibility for compliance with these regulations rests entirely with the student.

### Grading and Grade Point

#### Average

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

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

A grade of Incomplete (INC) may be assigned if a student has failed to complete part of the required course work. An INC is given by the faculty member. It is the student's responsibility to make specific arrangements with the instructor to complete the course work and to have the grade submitted to the Office of the University Registrar before the end of the following semester.

INC grades will convert to a grade of NC (No Credit earned) if the work is not completed by the end of the following semester. If an unusual extension of time is necessary to complete the work, the grade change must be approved by the faculty member, the chairperson, and the dean. Upon completion of the INC grade, the grade "I" is printed on the transcript along with the final earned grade and the date the work was completed.

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

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

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

Students have the option to repeat a course. In the event that individual programs have their own policies on repeating a course, the more restrictive policy will apply. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade

(whether higher or lower) will be used in computing the grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. A course may not be repeated more than once, except with the prior approval, following procedures contained in the Academic Catalogs. If a course is taken more than twice, all grades after the first grade will be computed into the student's GPA. To be considered for graduation with honors, the student's average shall include only the grade given to that student the first time he or she has taken any specific course.

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

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

Undergraduate students are permitted to opt for a pass/fail grade in a maximum of one course per semester for a total of eight semesters. Pass/Fail option does not apply to courses in the student's major, to courses that are prerequisites to or required by the major, or to courses that are used to satisfy the core requirement. The election of the pass/fail grading system must be designated by the 10th week of the semester, as listed in the Academic Calendar. All requirements of examination and work assigned by the instructor must be fulfilled. If a grade of P is assigned, credits are earned for the course but the grade is not calculated into the GPA. If a grade of F is assigned, the F is calculated into the GPA.

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

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

Students must achieve designated GPAs in order to graduate. Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to graduate. Undergraduate students must achieve an overall grade point average (GPA) of 2.00 to graduate. In some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.00; in certain programs the minimum major average may be higher.

Quality points for a specific course are determined by multiplying the corresponding quality points (see below) for the grade received in the course by the number of credits awarded for the course. Total quality points are determined by adding all quality points for all courses. The grade point average (GPA) is determined by dividing the total quality points by the total number of credits, including those of failed courses. The grades W, NC and P are not counted in the GPA computation nor are the grades for courses taken at another college or university. All courses taken at any LIU campus or offered by LIU at off-site locations will be computed into the student's cumulative and major averages.

Grade Quality points per credit

- A 4.000
- A- 3.667
- B+ 3.333
- B 3.000
- B- 2.333
- C+ 2.000
- C 1.667
- C- 1.333\*
- D 1.000\*
- F 0.000

\* not used for graduate level courses

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

- 1.8 if they have accumulated up to 29 credits
  - 1.9 if they have accumulated 30 to 59 credits
  - 2.0 if they have accumulated 60 credits or more
- GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. On all official LIU transcripts, a GPA will be displayed to three decimal places with the third decimal place always being zero due to rounding. Major GPAs are calculated using all courses required in a student's major (excluding core and co-related courses).

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

### Grade Changes

A faculty member may change a grade in situations where it is warranted. All changes from one letter grade to another require instructor, chair and dean approval and must be completed prior to degree conferral. Changes to grades cannot be made once a degree has been conferred. In the event that a graduating student appeals a grade through the formal grade appeal process, a grade may be changed at the conclusion of the appeal process.

### Student Grade Appeals

A grade appeal is only available before the

student's degree is awarded. The basis for filing a grade appeal in any course is limited to:

- Fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the LIU Syllabus Compliance Policy, and
- grading of the student by the instructor relative to other students in the same course and section. Issues that do not meet these criteria are not appropriate for a grade appeal.

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## Graduation and Diplomas

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Students who meet all requirements for their degrees in August or January are considered to be in the graduation class of the following May. Diplomas are dated four times a year: January, May, July, and August. Candidates for graduation should confirm that their graduation term is reflected on MY.LIU at least one month prior to the end of their final term of enrollment. Students who file their degree applications after the specified graduation filing date will have their degrees awarded at the next conferral regardless of the date of completion of requirements.

Students who file a degree application after the conferral date for the term will have their degree awarded at the following conferral if all requirements have been fulfilled, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

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

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## Attendance

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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 their class attendance record is unsatisfactory. Excessive rates of unexcused absences may result in grades of (F) or (UW) for the course(s) in question.

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## Student Absence due to Religious Observance

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Students who anticipate being absent because of a religious observance will notify their respective faculty at the beginning of the semester. The University complies with Section 224-a of New

York State Education Law—Absence Due to Religious Observation.

### Notification of Student Rights Under Section 224-a of New York State Education Law—Absence Due to Religious Observation

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

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## Oral, Qualifying or Comprehensive Examinations

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Some departments may require a student to take examinations in their area of study. These examinations include:

### Qualifying Examination

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

### Comprehensive Examination

Some academic departments give a comprehensive examination after students complete a minimum of 24 semester credit hours. This examination is designed to test the candidate's knowledge of both general concepts and their area of concentration. The examination may be oral or written.

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

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 LIU classes or maintain matriculation during the semester they apply to take the examination.

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## Student Conduct in the Classroom

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Discipline in the classroom is the responsibility of

the faculty member teaching the class.

Misbehavior that interferes with the educational efficiency of a class will be considered sufficient cause for the removal of a student from a class. A student who is removed from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not feasible, the problem can be referred to LIU Promise or the Dean of Students' Office if the faculty member sees fit.

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

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 LIU Post website.

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## Student Academic Conduct

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

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

- paraphrasing ideas, data, or writing, even if it constitutes only some of one's own written assignment, without properly acknowledging the source; or
- using someone's words or phrases and embedding them in one's own writing without using quotation marks and citing the source; or
- quoting material directly from a source, citing the source on the bibliography page, but failing to mark properly the author's text or materials with quotation marks and a citation; or
- submitting as one's own, part of, or an entire work, produced by someone else; or
- transferring and using another person's computer file as one's own; or
- obtaining papers, tests, and other assessment

material from organizations or individuals who make a practice of collecting papers for resubmission; or

- using visual images, dance performances, musical compositions, theatrical performances, and other digital resources as one's own without proper acknowledgement.

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

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

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

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

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

- crediting source material that was not used for research; or
- presenting results from research that was not performed; or
- altering data to support research; or
- presenting fabricated excuses for missed

assignments, tests, or classes; or

- falsifying documents or records related to credit, grades, status, or other academic matters.

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

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

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## Appeals Process

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

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

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

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

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## Criminal Background and Drug Testing

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A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many fields of study including counseling, education, and health and human services professions should be aware that a criminal record

can result in the refusal of licensing / certification/registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

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

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## Related Curricular Matters

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### 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 may be taken by advanced undergraduate students.

### Course Frequency

A complete listing of courses is available at [www.liu.edu/post/schedules](http://www.liu.edu/post/schedules). Evening, summer, and weekend course frequency are not indicated. Information on course offerings during these sessions is available by contacting the appropriate academic department.

### Transfer Credits

Courses taken at another university after admission to a master's program at LIU Post 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.

### Change of Major

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 Office of Graduate Admissions or with Enrollment Services.

**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). Doctoral degrees must be completed within 8 years. All requests for an extension must be in writing and submitted to the appropriate dean for approval.

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## INSTITUTIONAL LEARNING OUTCOMES

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

2. **RESEARCH AND SCHOLARSHIP.**<sup>[1]</sup>*Research and Scholarship or equivalent skills, knowledge, and experiences appropriate to the discipline and degree level. These skills may be demonstrated in the following areas:*

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

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

## REGISTRATION

Registration each semester takes place during the periods indicated in the academic calendar. Non-degree students must obtain permission to register from the Office of Graduate Admissions before the beginning of each semester.

## Enrollment

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

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

Students must adhere to the following deadlines for enrollment:

- Enrollment should be completed by the end of the drop/add for each term, as defined in the academic calendar which is published in the catalog and available online at <https://liu.edu/enrollment-services/registration/academic-calendar>. For Fall and Spring full-semester courses, the drop/add period is the first two weeks of the semester
- If extenuating circumstances exist, permission for late enrollment must be secured by each course instructor, department chair, and dean within 2 weeks following the drop/add period as described above. All required signatures must be secured on an enrollment card and submitted to Enrollment Services.
- Students are not permitted to enroll beyond the fourth week of the term. Students are not permitted to continue attending classes for which they are not enrolled beyond the fourth week of the term. Under no circumstances is retroactive enrollment beyond the fourth week of the term permitted.

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

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

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

## Adding or Dropping Courses

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

Beginning with the third week of classes, course additions require the approval of the following persons and/or departments before the Office of Enrollment Services will process the change:

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

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

The following course enrollments require special administrative or departmental consent:

- **Restricted Courses:** occurs if the department has restricted enrollment in a course. The student must obtain either a course permission code or signature from the instructor, department chair, or dean, as defined by the academic department.
- **Credit Overloads:** occurs at the career level; when a student would like to add a course(s) that will take him/her over 19 credits for undergraduates and 12 credits for graduates for the semester. Full-time undergraduate students who add credit hours over 18 will be charged additional fees for those excess hours. Students wishing to enroll in an overload must obtain the signature of the advisor and chair as defined by the academic department.
- **Closed Courses:** occurs when there are no seats available in the course. The student must obtain the signature of the course instructor and department chairperson.
- **Time Conflicts:** occurs when two courses take place during the same or overlapping time period. The student must obtain the signature of both instructors and the department chairperson for each course.
- **Requisite Overrides:** occurs when the student does not have the required pre- or co-requisite

for the course. The student must obtain the signature of the instructor and department chairperson.

- **Service Indicator Overrides:** occurs when a student has a hold on their account that prevents them from engaging in an enrollment activity. Students are advised to check for registration holds on their MyLIU portal Student Center page to determine the origin of each hold. The student should contact that office noted and remedy the situation so as to have the hold either removed from their account or obtain approval for the hold to be overridden.

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

- Drop one or more courses online using their MyLIU portal
- Drop courses at the Office of Enrollment Services
- Drop courses through their Success or Enrollment Services coach.

The drop period for classes that meet for less than the full semester is as follows:

- Sessions meeting 7 or more weeks: courses can be dropped up through the first week
- Sessions meeting 3 to 6 weeks: courses can be dropped up through the 3rd day of the session
- Sessions meeting 2 weeks or less: courses can be dropped up through the 1st day of the session

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

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

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



see Withdrawal Policy and/or Appeals Policy for additional details.

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

- **Co-Requisite Overrides:** occurs when the student is attempting to drop a course that is a co-requisite of another course not being dropped. The student must obtain the signature of the instructor, and chairperson, as defined by the academic department.
- **Student-Athletes:** NCAA regulations require that student-athletes must be full-time degree-seeking students to participate in intercollegiate athletics. Student-Athletes must be enrolled in a minimum of 12 credits per term. If a student-athlete falls below 12 credits, they are immediately ineligible to practice or compete. Athletes are advised to speak with the athletic department before dropping courses.
- **Residential Life:** Undergraduate resident students are expected to maintain full-time enrollment status each term. Undergraduate residents are advised to speak with the Office of Residence Life before dropping classes.

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## Withdrawal

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

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

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

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

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

- 12 week sessions – withdrawals permitted through the 8th week
- 10 week sessions – withdrawals permitted through the 7th week
- 7 week sessions – withdrawals permitted

through the 5th week

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

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

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

**Tuition Liability and Refunds:** Refunds for room and/or board, tuition and fees will depend on when the student withdraws from courses.

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

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

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

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

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

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

Students will have their financial aid canceled if the student drops all courses and does not incur

any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be canceled. See Appeals for Late Drop or Withdrawal of Courses Policy and Satisfactory Academic Progress Policy for additional details.

The University is required to return funds for students who stop attending all courses before completing 60% of the term. The student will be notified by mail of the unearned amounts returned to the federal financial aid programs. The return of federal funds may result in a balance due to the University, particularly if the student previously received and cashed a refund check. See Return of Federal Funds Policy for additional details.

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

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

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

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

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## Appeals for Late Drop or Withdrawal

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A student may appeal for permission to drop or withdraw from a course outside of the timeframes establish in the Adding or Dropping Courses Policy. The appeal may be made in person, by fax, or email by submitting a signed and completed Student Appeal Request Form along with the required documentation to Enrollment Services. All appeal requests must be submitted by the student. Appeals submitted by a parent,

legal guardian or spouse will be accepted only if the student is incapacitated.

#### REQUIRED DOCUMENTATION

- A written statement from the student: must clearly state the request, the reason for the request and the type of resolution they are seeking. The statement must explain why the appeal request is justified. In addition, information regarding extenuating or unusual circumstances that impacted his/her situation must be included.
- Supporting documentation: may include the following:
  - Proof of attending another Institution
  - Proof of deployment
  - Death Certificate or obituary statement
  - Documentation of medical diagnosis and visit dates
  - Records of hospitalization, mental health or drug treatment
  - Other supporting documentation supporting the inability to follow the normal drop/withdrawal deadlines

#### 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 Enrollment Services Office at 516-299-2323. E-mail: post-enrollmentservices@liu.edu.

#### Admission of Undergraduate Students to Graduate Programs

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

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

#### Graduate Credits Applied to Undergraduate Degrees

A qualified LIU junior or senior student with a

minimum cumulative grade point average of 3.25 may complete bachelor's degree requirements by taking graduate courses at the undergraduate tuition rate. Any extraordinary request for an exception to the 3.25 minimum average requirement must be presented to the Academic Standing Committee. Requests to register for graduate classes must be approved by the student's undergraduate academic counselor, department chairperson, and dean. Approval for the substitution of graduate courses for undergraduate requirements must be approved by the Academic Standing Committee as well. An undergraduate student may register for a maximum of 12 graduate credits in total under this policy. Credits earned in graduate courses that are applied to the bachelor's degree may not subsequently be applied to a master's degree. Exemptions to this policy are found in descriptions of accelerated or shared-credit programs.

#### Maintenance of Student Standing

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

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

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

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

#### Leave of Absence

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

admitted.

A student who wants to interrupt their studies at the University for a temporary period (up to one year) may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence. A degree candidate who is granted a leave of absence does not need to be readmitted to the University upon returning to their program of study. Students are not permitted to attend another college or university while on an official leave of absence. No financial aid or additional fees will be assessed during the leave of absence period.

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

- Be a degree-seeking undergraduate or graduate student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be academically eligible to enroll (i.e., has not been academically suspended or dismissed)
- Have no holds (i.e. disciplinary or financial) which would restrict registration
- Submit a formal written and signed Leave of Absence application form, which specifies the reason for the student's leave
- Graduate students and students in certain cohort-based programs require department/dean approval to be indicated on the Leave of Absence form.

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

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

Federal student loan guidelines mandate that a student must return from an approved leave of absence within 180 days from the start date of the approved leave. When a student fails to return from a leave of absence, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student

began the leave of absence. Upon returning from a leave of absence, the student may register for classes accordingly.

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

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## Auditing of Courses

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

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## Transcript Requests

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

To request an official transcript the following procedures apply:

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

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

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## Additional Administrative Policies

### Changes to Academic Records

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

### Failure to Fulfill All Non-Academic Requirements

Students failing to fulfill all non-academic

requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including issuance of diplomas.

### Course Cancellations

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

### Changes of Address or Phone Number

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

## TUITION AND FEES

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

Acceptable payment arrangements include:

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

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

## Tuition and Fee Schedule

Application Fee (non-refundable)	\$ 50
Tuition Deposit (Physician Assistant MS), non-refundable	1,500
Tuition Deposit (Physical Therapy DPT & Speech-Language Pathology MS), non-refundable	500
Tuition Deposit (all other graduate programs), non-refundable	200
Master's Degree and Graduate Studies, per credit	1,325
Graduate Audit Fee, per credit	664
Master's Degree and Graduate Studies, special programs:	
Physician's Assistant and Speech-Language Pathology, per credit	1,350
Physical Therapy:	
Below 800 level courses, per credit	1,350
800 and 900 level courses, per credit	1,566
Clinical Practice I (PT850), per course	1,531
Clinical Practice II (PT950), per course	1,915
Clinical Practice III and IV (PT955/956), per course	3,064

Doctoral Degree and Doctoral Studies, 12+ credits, per term (years 1-3)	27,552
Doctoral Degree and Doctoral Studies, per credit	1,763
Dining Dollars, 9+ credits, per term	75
University Fee:	
12+ credits, per term	1,017
Less than 12 credits, per term	509
Testing and Lab Fee (Nurse Practitioner MS and Adv Cert), per term	300
Course Fees (additional fee per class):	
EXS 500, 507	500
EXS 510	550
MS 613	300
PSY 840, 841, 843	200
TAL 088	325
Other Fees:	
First and Second Late Payment Fee	100
Third Late Payment Fee	150
Maintenance of Matriculation Fee	100
Late Registration Fee	50
Returned Check/Credit Card Chargeback Fee	25
Replacement Student ID Card	25
Diploma Replacement Fee	35
Official Transcript, on-demand, per request	25
Official Transcript, online, per request	15

## Housing and Meal Plan Schedule

<b>Fall/Spring Accommodations (per term)</b>	
Housing Deposit (non-refundable)	\$ 300
Conolly Hall:	
Standard Single	9,437
Standard Double	5,500
Suite Double	5,616
Suite Quad	5,877
Apartment Double	7,500
Apartment Quad	7,051
490 Fulton Street:	
3-4 Bedroom Apartment	11,984
5-6 Bedroom Apartment	8,015
Intersession Rates	346

**Summer Accommodations (per session)**

## Conolly Hall:

Standard Single	3,775
Standard Double	2,216
Suite Double	2,247
Suite Quad	2,351
Apartment Double	3,000
Apartment Quad	2,821

## 490 Fulton Street:

3-4 Bedroom Apartment	4,794
5-6 Bedroom Apartment	2,505

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

Residential Meal Plan 1 (unlimited meals plus \$300 dining dollars)	2,938
Residential Meal Plan 2 (14 meals per week plus \$300 dining dollars)	2,695
Residential Meal Plan 3 (10 meals per week plus \$300 dining dollars)	2,441
Residential Dining Dollars	300
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Meal Plan 1 (25 meals plus \$50 dining dollars)	260
Commuter Meal Plan 2 (50 meals plus \$50 dining dollars)	416

All resident students are required to participate in a meal plan. The Residential Dining Dollars plan is only available to residents in apartments with kitchens. Dining dollars can be used at the point of sale locations across the campus.

## Payment Plans

### Payment Plans

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

The University offers the following payment plans each semester:

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

**Policies**

**Payment Due Dates**

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

Student Bills are subject to change based on modifications made to courses, credit loads, housing, and meal plans. In addition, additional fees or fines may occasionally alter the bill. Anticipated aid and financial aid credits will be visible on a student’s account but are not applied until all requirements have been completed. Financial aid is based on full-time enrollment. Students may view their anticipated financial aid student account, and make payments via their MyLIU. Visit [www.MyLIU.edu](http://www.MyLIU.edu) to log in. Click on Make an E-Payment and login using your MyLIU credentials to utilize our secure online payment gateway that allows students to make a deposit, pay a bill, or set up a payment plan.

**Late Payment Assessment**

Fall Term	Amount
End of Drop/Add	\$100
45th Day	\$100
75th Day	\$150
<b>Winter Term</b>	
1st Day	\$150
<b>Spring Term</b>	
End of Drop/Add	\$100
45th Day	\$100
75th Day	\$150
<b>Summer Term</b>	
July 15	\$150

**Residence Hall Cancellation**

Students who wish to cancel their residence hall room must notify LIU Promise by completing the cancellation form to be eligible for a refund. The effective date for a student’s cancellation is the date on which the student has completed all of the following requirements:

- Submits the Residence Hall Cancellation Form
- Vacates and removes all personal belongings from their assigned room
- Properly checks out with residence hall staff

Refund eligibility for residence halls rooms are determined according to the schedule below:

Withdrawals during	Fall/Spring	Summer
1st Calendar Week	90%	60%
2nd Calendar Week	75%	25%
3rd Calendar Week	50%	No Refund
4th Calendar Week	No Refund	No Refund

A refund will be initiated upon completion of the cancellation process.

Refunds are issued to a student’s Student Financial account and are first applied to any outstanding balance before being credited back to a student. Meal plans are not eligible for a refund once the semester begins.

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

**Student Billing and Collection Policy**

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

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

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

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

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

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

Students who have previously filed bankruptcy or have a current open bankruptcy claim are covered by the period of automatic stay. Students who have an open bankruptcy claim or who have previously had debt forgiven by Long Island University through bankruptcy (any chapter), will have full access to records and may register for future semesters. However, all payments must

be made prior to the registration of the semester for which they are enrolling, or students must have completed their financial aid packet and have funds awarded by the payment deadline. If financial aid does not cover the entire semester enrolled, students must pay in full the remaining balance by the payment deadline.

## Student Health Insurance

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

## Third Party Payment Policy

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

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

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

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

## Tuition and Fees Liability and Refund Policy

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

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

Tuition liability is the amount of money a student owes the University for

tuition, fees, room, board, and miscellaneous charges based on the student's expected presence or participation in University activities. The following criteria apply to tuition liability:

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

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

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

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

For withdrawals during traditional fall and spring terms:

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

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

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

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

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

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

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

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



University after withdrawing to recoup the insured amount.

## FINANCIAL AID

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

University scholarships or fellowships may be granted by themselves or in conjunction with federal and/or state aid, including scholarships, loans, and work-study. To receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

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

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

### Applying for Financial Aid

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at [www.fafsa.gov](http://www.fafsa.gov)) is the basic form for all student aid programs. Be sure to complete all sections. Students should permit the FAFSA application data to be sent directly to Long Island University (the LIU federal school code number is **002751** and our New York State code is **0403**). Entering freshmen should apply by February 15 for the fall

term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Students requiring summer financial aid must make an appointment with Enrollment Services in addition to completing the FAFSA and TAP application.

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

### RENEWAL ELIGIBILITY

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

### WITHDRAWAL

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

## Awards

### UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

### SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on

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

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

### PART-TIME EMPLOYMENT

#### Student Career & Job Portal

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

### Resident Assistantships

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

### ALL OTHER SOURCES OF AID

#### STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although the application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student's financial aid package. LIU's New York State school code is **0403**. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at [www.hesc.ny.gov](http://www.hesc.ny.gov).

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

Legal residents of the state of New York who are enrolled in a full-time undergraduate degree program of at least 6 credits per term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must

do so via FAFSA (see earlier “How to Apply” section). Submit the completed application as instructed. For more information about TAP, visit [www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html](http://www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html).

### **New York State Enhanced Tuition Awards (ETA)**

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

### **States Other Than New York**

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

## **FEDERAL GRANTS AND BENEFITS**

### **Pell Grant Program**

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

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

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

### **Veterans Benefits**

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. The University participates in the Yellow Ribbon Program. Additional guidance may be obtained from Enrollment Services or at the US Department of Veterans Affairs website at [www.benefits.va.gov/GIBILL](http://www.benefits.va.gov/GIBILL)

### **SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS**

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

### **FEDERAL LOANS**

#### **Federal Direct Student Loan Program**

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

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

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

### **Federal Direct PLUS Loan Program**

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

### **PRIVATE LOANS**

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

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

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

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards.

### **EMPLOYEE EDUCATION PLANS**

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan.

Students who receive tuition reimbursement and LIU employees who receive tuition remission must apply with Human Resources.

## Federal Student Aid Credit Balances and Refunds

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

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

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

Notwithstanding any authorization obtained by the University, LIU will provide students with any remaining FSA credit balances resulting from FSA loan funds by the end of the loan period and any other FSA program credit balances by the end of the last payment period in the award year for which the funds were awarded. Students of parents who receive an FSA refund triggered by the disbursement of Title IV funds may still owe a balance to the University, most often related to a prior term or a subsequent withdrawal from some or all of their classes. Upon receiving a refund, students and/or parents should verify whether any

outstanding balance remains on the account and determine how best to satisfy payment obligations so as to avoid any holds or late payment fees being placed on the account. If a student or parent overpays a student's account, related credit balances will be refunded to the student, regardless of the source of payment. Overpayments resulting from credit card transactions will be refunded to the original credit card from which the payment was made. EFT and wire transfers will be refunded to the original bank account from which the payment was made. All other non-FSA credit balances will be refunded by check or via direct deposit if the student has added their bank account of choice to their MyLIU account.

## Return of Federal Funds Policy

The University returns Federal funds in accordance with Federal regulations.

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

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

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

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

To determine the amount of Title IV aid to be

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

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

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

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

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

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

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

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

Returns of Title IV grant funds, other than funds that are being returned to stay in compliance with the excess cash requirements, are offset by a downward reduction in the student's records at the federal Common Origination and Disbursement (COD) system. Similarly, all returns of Direct Loan funds are offset by downward reductions to a student's record at COD. In addition, when all or a portion of a Direct Loan is cancelled (either

because the borrower requested the cancellation within the regulatory time frames or to comply with statutory or regulatory requirements), the University will make the appropriate adjustment to the student’s record in COD. All returns of FSA Grants and Direct Loan funds previously disbursed are also performed by the University through the federal G5 system. If the total amount of Title IV aid that the student earned is greater than the total amount of Title IV aid that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the student’s last date of attendance, the difference between these amounts must be treated as a post-withdrawal disbursement.

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

### Standards for Satisfactory Academic Progress (SAP)

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

### Standards for Federal Financial Aid Programs

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

Satisfactory academic progress is measured annually, at the end of the Spring semester, after all grades have been submitted. Students failing to meet the above criteria are eligible to appeal this decision if extenuating circumstances played a factor in their academics. An appeal must be made in writing to the University and include an explanation of the circumstance that may have adversely affected the student’s ability to meet the academic requirements, and the changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by

supporting documentation, such as a letter from a doctor or attorney. If an appeal is granted, the student will either: 1) be placed on probationary status for one semester after which the student must meet SAP guidelines; or 2) be successfully adhering to an individualized academic plan that was developed for them as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

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

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

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

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

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

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

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

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

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

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

Federal SAP requirements also include the following criteria:

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), NC (No Credit Earned), INC (Incomplete), and IF (Incomplete Fail) are counted as credits attempted but not completed, and do not affect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive Federal aid for classwork that exceeds 150 percent of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

### Standards for New York State Awards

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

The basic measures for good academic standing for TAP Awards include the following:

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

The requirements for meeting these standards increase as the student progresses, and are based upon the number of State awards that the student has already received. Students failing to meet the required criteria are eligible to request a one-time waiver of the academic and/or “C” average requirement(s) if extenuating circumstances played a factor in their academics.

Waivers may be granted in accordance with

NYCCRR 8 §145-2.2.

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

**Before Being Certified for Payment**

Semester	Must accrue this many credits	With at least this GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

New York State SAP requirements also include the following criteria:

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

**Enhanced Tuition Awards (ETA)**

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

portion of your grant into a loan.

- Must meet annual income requirements (\$125,000 or below).
- Must earn a passing grade in your coursework.
- Must be registered for at least 12 credits in the Fall to receive the first payment and earn at least 30 credits by the end of Spring to receive the second payment.
- Must continue to meet New York State residency requirements.
- Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Students with disabilities under the ADA are allowed to attend on a part-time basis and their awards will be prorated.

**Student Loan Counseling Policy**

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

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

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

**Verification of Financial Aid Information**

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

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

- the time period within which an applicant must provide any documentation requested by the University
- the consequences of an applicant's failure to provide the requested documentation within the specified time period
- the method by which the University notifies an applicant of the results of its verification if, as a result of verification, the applicant's Expected Family Contribution (EFC) changes and results in a change in the amount of the applicant's assistance under the Title IV, Higher Education

Act (HEA) programs;

- the procedures the University will follow or the procedures the University will require an applicant to follow to correct FAFSA information determined to be in error; and
- the procedures the University will follow for making referrals to the Office of Inspector General.

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

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

## STUDENT LIFE

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

Through the Division of Student Affairs and LIU Promise, students can participate in over 70 student organizations, join national fraternities and sororities, and attend over 1,000 events held each year. In addition, our robust Division I Athletic program is at the heart of Shark Nation. Residence halls also provide students the opportunity to live on campus while they complete their degree. Students can be informed on various campus life programs and opportunities through EXPERIENCE | Shark Nation, the University's student engagement platform. To learn more, visit [liu-post.presence.io/events](http://liu-post.presence.io/events)

### Experience Shark Nation

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

In addition, a full listing of events is sent via email from LIU Promise each week that highlights the opportunities students can take advantage of and shares the student engagement calendar. To access the platform, visit [www.liu.edu/campus-life](http://www.liu.edu/campus-life).

### Division I Athletics

LIU is home to an accomplished and proud Division I athletics program that represents Shark Nation. Fielding 38 athletic teams on two campuses, LIU's NCAA Division I program builds on a foundation of tradition and excellence. In LIU's history, its teams have a combined 24 national championships, 248 conference championships, and 380 All-Americans. For more information on Athletics, visit [liuathletics.com](http://liuathletics.com).

### Student Organizations

LIU seeks to educate, challenge, and cultivate students by providing services and promoting programs that encourage student involvement, and offer both personal and academic support for student growth. With nearly 100 active student organizations, there is an opportunity for every student. Students may also start a new student

organization by working with LIU Promise and the Student Government Association.

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

### Student Government Association

The Student Government Association is the representative body of all students at Long Island University. SGA serves as an outlet for student voices to be heard by working closely with the administration and faculty to enhance the overall campus experience. All members share the common goal of bettering the campus community. SGA elections take place twice a year and include an executive board, class presidents, commuter senators, resident senators, transfer senators, international senators, and at-large senators to represent all students.

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

### LIU Cares

LIU students give back to the local and global communities through service organizations, charity events, and social awareness initiatives throughout the year. The LIU Cares initiative connects our students, faculty and staff, and alumni to the power of service through volunteerism and community engagement. Students can support a cause that is important to them or join one of the many opportunities that already exist.

Students typically perform more than 150,000 service hours and fundraise thousands of dollars for various charities each year. For more information on service opportunities, contact [liucares.org](http://liucares.org) or visit LIU Promise.

### Diversity, Equity and Inclusion

Long Island University is committed to inclusive excellence and a sense of belonging for all members of the University community. Our community is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. The University's educates the country and the world, drawing students from over 67 countries. The University is recognized as a top 100 national university for social mobility (U.S. News and World Report Best Colleges, 2021). Diversity, Equity, and Inclusion (DEI) at the University, is facilitated by the Chief Diversity Officer and is supported by a University-wide DEI committee and a student-run council on Diversity. Programs and initiatives are held throughout the year to fulfil the University's mission. Visit the DEI page at [www.liu.edu/diversity-equity-and-](http://www.liu.edu/diversity-equity-and-)

inclusion to become engaged.

### Residential Life

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

Living at LIU offers:

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

#### Residence Halls

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

### Campus Recreation and Intramurals

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

### Student Code of Conduct

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

Student Affairs, through designated hearing officers, oversees the enforcement of the Student Code of Conduct. The University recognizes that

disciplinary jurisdiction may extend to off-campus activities. The University has the discretion to exercise jurisdiction over off-campus behavior if it: 1) adversely affects the health, safety, or security of any member of the University community; or 2) adversely affects the interests of the University.

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

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

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

To read the full Student Code of Conduct, please see the LIU Student Handbook or visit [www.liu.edu/policy](http://www.liu.edu/policy).

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## FACILITIES

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### Career Bar

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

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### Dining and Food Service

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

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

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### Downtown Brooklyn Speech-Language-Hearing Clinic

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

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

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### Esports Arena

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

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### Kumble Theater for the Performing Arts

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

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

This extraordinary theater was made possible through the generosity of former LIU Trustee Steven J. Kumble. It is part of an ambitious campus renovation that created an extensive performing arts complex also featuring a black box theater, dance studios, and a glass-enclosed art gallery. Among other major supporters of the

performing arts complex is the EAB/Citigroup Foundation, through former LIU Board of Trustees Chair Edward Travaglianti, LIU trustee emeritus Donald H. Elliott, former LIU trustee Bruce C. Ratner, the City of New York, and the Independence Community Foundation.

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### Psychological Services Center

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

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

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

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

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

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



access and varying water levels, an underwater treadmill with speeds up to 8.5 mph, an underwater video camera and viewing monitors, body weight-support harness system, adjustable temperature control, and jets that propel water and can be used to resist movement and to challenge a person's balance.

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## Student-Run Businesses

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

### Browse

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

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

### Canteen

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

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## Trading Floor

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

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## STUDENT SERVICES AND RESOURCES

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

Graduate students are served through the Office of Enrollment Services as well as advisors within their home departments. Working in concert, LIU Promise and Enrollment Services strive to accommodate the entire LIU student body and promote student retention.

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

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## Division of Student Affairs

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

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

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## Student Success

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

about Student Success, visit [www.liu.edu/student-success](http://www.liu.edu/student-success).

Success Coaches will work with students one-on-one to:

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

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## The Learning Center

The Learning Center at Long Island University provides students with support services, strategies, information, and opportunities to help them achieve their personal, academic, and career goals through its individualized programs: Writing Program, Peer-Tutoring, Academic Success Workshops, and Disability Support Services. Please visit our website at: <https://liu.edu/student-success/learning-center> or contact us by calling 718-488-1095.

### Tutoring Program

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

### Writing Program

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

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## Disability Support Services

### Disability Support Services (DSS)

Disability Support Services, housed in the Learning Center, provides advocacy and coordination services at no charge to students with all types of disabilities including physical, neurological, emotional, social, specific learning

disability, attention deficit disorder, and students with temporary impairments. Students are assisted in arranging reasonable accommodations as mandated by federal/state laws, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act As Amended (ADAAA).

### **Policy for Students with Disabilities**

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

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

### **Accommodations**

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

### **Determining Eligibility**

Accommodations are determined on a case-by-case basis, taking into account the needs of the student, and the course standards. The determination of appropriate and reasonable accommodation is based on approved documentation and through interaction with the

student. Specifically, accommodations are determined by the Learning Center in consultation with the student and with input from the faculty and staff, as needed.

In reviewing the specific accommodation requested by the student or recommended by the physician/evaluator, DSS may find that while a recommendation is clinically supported, it may not be the most appropriate accommodation. In addition, Disability Support Services may propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator has requested.

### **Denial of Accommodations**

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

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

### **Student Appeal**

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

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## **Student Veterans Resource Center**

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

For additional information and resources for veterans, please visit the Student Veterans Resource Center (SVRC) in S-235. The Veterans School Certifying Official can be reached at 718-488-1200 or by email at [veteran@liu.edu](mailto:veteran@liu.edu). For more information, visit <https://liu.edu/student-success/learning-center/veteranservices>.

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## **Career Success**

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

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

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

### **Handshake**

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

### **Big Interview**

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

To access all Career Success resources, visit [liu.edu/career-success](http://liu.edu/career-success).

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## **English Language Institute**

The English Language Institute offers both intensive and part-time English language programs for international students, visitors and tourists, immigrants, and refugees who wish to improve their English language skills. Classes include Conversation and Listening, Reading and Vocabulary, Grammar, and Writing. Full- and part-time preparation courses for the TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) are also offered, as well as elective classes in Pronunciation Practice, Job Preparation, and Idiomatic Expressions and Phrasal Verbs, among others. Half-semester, quarter-semester, and University Preparation programs are also available, as well as classes for Au Pairs. Classes are taught mornings, afternoons, and evenings, Monday-Thursday, throughout the year; F-1 (student) visas and financial aid are available for qualified students. The English Language Institute is located in the Library Learning Center, 4th Floor.

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## International Student Services

The University is home to international students from countries around the globe. Student Affairs is committed to providing a supportive and exceptional student experience for all international students. International Student Services, housed within Enrollment Services, coordinates international student orientation, programming, and resources. The Primary Designated School Official (PDSO) and Designated School Officials (DSOs) work with each international student on all immigration and related matters during their time enrolled as a student. These staff members are also a source of reference for international students on F-1, M-1, and J-1 visas.

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

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## Bookstore

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

Textbook requirements can be viewed via the online ordering system. Students may choose to purchase their textbooks through this system or take the International Standard Book Number (ISBN) and purchase their books from a different vendor. Textbooks purchased through the LIU online bookstore are delivered to LIU bookstore. Visit the bookstore at <https://liunet-brooklyn.bncollege.com/>

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## Public Safety

**Emergencies: 718-488-1078**

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

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

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

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

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

### Annual Campus Security Report

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

### Emergency Management

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

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

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## Information Technology

Information Technology's (IT) role includes academic and administrative computing services that facilitate and fosters technology innovations across the institution - moving the university ahead

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

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

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

### Instructional Technology Centers

LIU's Instructional Technology Resource centers promote excellence in teaching throughout the university. This includes face-to-face, online, and blended settings. Our mission is to provide pedagogical support for every situation across campus. The instructional design team provides faculty training on a wide variety of pedagogical issues, curriculum design consultation, and one-on-one support for anyone looking to build or improve outstanding courses. Also, the staff is available to facilitate the utilization of the e-learning management system along with other teaching and learning tools. We also collaborate with administrative offices to create an exceptional teaching and learning environment at LIU.

### My LIU

MyLIU is the university's portal that provides students with convenient access to information about their records. By logging into <https://My.LIU.edu>, students may view the schedule of classes, register for courses, obtain their grades, and request transcripts. They may also view financial aid awards, billing information, make online payments, accept and decline Federal Loans and Federal College Work-Study, and make an appointment to see counselors.

### Student Email

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

### ***Helpdesk Support***

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

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## **Alumni Engagement**

Long Island University has an active network of over 285,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Riverhead and Hudson, to the former Southampton campus, the Alumni and Employer Engagement Team continue to support LIU students after their graduation. Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting [liu.edu/alumni](http://liu.edu/alumni).

## LIBRARY

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The LIU Libraries system serves a combined total of over 15,000 students, more than 500 full-time faculty members, and over 1,000 part-time faculty across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 338,000 online journals, 230 online databases, 287,000 electronic books, and 17,700 files of streaming media. These resources may be accessed via the LIU Brooklyn Library's homepage at [www.liu.edu/brooklyn-library](http://www.liu.edu/brooklyn-library).

Collectively, the libraries house approximately 627,000 print books and more than 13,600 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles, and other library materials owned by LIU's libraries but not available at a particular campus can be requested through LIUCAT and supplied via LIU's intralibrary loan service. Items not available at the LIU libraries can also be requested through interlibrary loans and sent to the campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

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

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

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

The Circulation Desk, Reserve Collection, and the main book stacks are located on the fifth floor. The multimedia collection and media equipment are also on the fifth floor, as is the Library's Cyber Lab. The Cyber Lab, a "green" lab, is equipped with computers that provide access to databases, library catalog, and Internet as well as up-to-date word processing, spreadsheet, presentation, and database programs. In addition, the Library's "smart" classrooms are located on the fifth floor. Printing and scanning facilities are available for student use.

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

## HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING

The Harriet Rothkopf Heilbrunn School of Nursing Graduate Program offers the Master of Science degree for the baccalaureate-prepared registered nurse interested in pursuing a career as a nurse practitioner. Advanced certificate programs are available for registered nurses who already possess a master's degree in Nursing.

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

The master's degree program at the Long Island University Harriet Rothkopf Heilbrunn School of Nursing is accredited by the Commission on Collegiate Nursing Education ([www.ccnaccreditation.org](http://www.ccnaccreditation.org)). Graduates of the Nurse Practitioner programs are eligible for New York State certification as either an adult-gerontology primary care nurse practitioner or family nurse practitioner.

Upon successful completion of the master's degree in nursing or advanced certificate program, students will meet educational eligibility requirements to apply and take the following American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Board (AANPCB) national certification exams:

- Adult-Gerontology Primary Care Nurse Practitioner
- ANCC: Adult-Gerontology Primary Care Nurse Practitioner examination
- AANPCB: Adult-Gerontology Primary Care NP examination
- Family Nurse Practitioner
- ANCC: Family Nurse Practitioner examination
- AANPCB: Family NP examination

## SCHOOL OF NURSING

### Graduate Nursing Program Goals

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

- assume leadership roles within the context of the interprofessional team to improve healthcare outcomes for diverse populations.

- lead initiatives that promote safety and improve quality outcomes
- translate evidence into advanced nursing practices
- effectively use technology in the care environment
- advocate for policy that addresses health disparities, promotes health equity, improves population health and the nursing profession
- design and implement advanced nursing practices that consider the needs of diverse populations
- commit to lifelong learning to improve care decisions
- are prepared for doctoral study

### Graduate Nursing Program Outcomes

Upon completion of the program graduates are prepared to:

- Select relevant theoretical, scientific, and clinical knowledge to design, provide, and evaluate safe advanced nursing care to diverse clients in multiple settings.
- Formulate leadership behaviors that promote interprofessional collaboration and communication, fiscal accountability, system change, advocacy for the elimination of health disparities, and the provision of quality care.
- Monitor and assess outcomes to create quality improvement and safety initiatives that promote a just culture of safety and excellence in organizational systems.
- Build and lead collaborative interprofessional teams to evaluate and translate evidence into practice to enhance quality and improve healthcare outcomes.
- Evaluate and manage the appropriate use of technology to evaluate outcome data, promote safe practice environments and effective communication, and educate patients and members of the healthcare team to improve healthcare outcomes.
- Advocate, shape, and integrate policy that influences social determinants of health, equitable access to care, reduce health care disparities, and promote the advancement of the nursing profession.
- Demonstrate effective assessment, planning, implementation, design, and evaluation strategies in caring for individuals and groups regardless of race, sex, sexual orientation, gender identity, age, socioeconomic status, culture, health care beliefs, and religion while working with and understanding the roles of all members of the interprofessional team.
- Design, implement and evaluate evidence-based patient-centered culturally appropriate clinical prevention strategies to promote health and health education, prevent disease and reduce risk among individuals and populations at the local, national, and global levels.
- Value the life-long learning and continuing professional development that prepares graduate nurses to influence the delivery of safe quality care to diverse populations in a variety

of settings and a variety of rules.

### Graduate Programs

- M.S., Adult-Gerontology Primary Care Nurse Practitioner
- M.S., Family Nurse Practitioner
- Advanced Certificate in Adult-Gerontology Primary Care Nurse Practitioner
- Advanced Certificate in Family Nurse Practitioner

Programs are presented in a blended format.

## Admission to the Degree and Advanced Certificate Programs

### Educational Requirements:

#### For the MS Program:

Graduation from a baccalaureate nursing program accredited by the Commission on Collegiate Nursing Education, the Accreditation Commission for Education in Nursing, or the National League for Nursing Commission for Nursing Education Accreditation.

#### For the Advanced Certificate Programs:

Graduation from a Master's degree nursing program accredited by the Commission on Collegiate Nursing Education, the Accreditation Commission for Education in Nursing, or the National League for Nursing Commission for Nursing Education Accreditation.

*In addition, the following are the minimum criteria for acceptance into any of the graduate programs in Nursing:*

- A cumulative GPA from all post-secondary schools attended of at least 3.0 in nursing and 3.0 overall.
- New York State Professional R.N. License and current registration
- One year of clinical experience as an RN preferred
- Prior college-level statistics, nursing research, and health assessment courses are required for the MS and Advanced Certificate programs. (Statistics or Undergraduate Nursing Research may be completed during the first year of graduate study at LIU Brooklyn).

### Application for Admission

Applications are not considered until all of the following have been received:

- Completed LIU Brooklyn application form
- A current resume or CV, official transcripts from all post-secondary schools attended, and a copy of the applicant's current New York State registration as a Registered Professional Nurse.

### Deadlines for Submission of Application

Applications are considered and accepted on a rolling basis for both the fall and spring semesters. Applicants are advised to submit all application materials as soon as possible, to secure a seat in the program.

### Submitting an Application for Admission

All applicants must apply online for admissions to LIU Brooklyn. For information, go to <http://www.liu.edu/Brooklyn/Admissions>

**Program Requirements**

A grade of B or higher is required in all graduate nursing courses and an overall GPA of 3.0 or higher is required to progress through and graduate from the graduate nursing program.

**Clinical Clearance**

Before beginning clinical placements, students must complete a clearance process, which includes a current health assessment by the student's health care provider, current titers, immunizations, background check, drug screen, and documentation of professional liability insurance. Detailed information on specific requirements is available in the Graduate Nursing Student Handbook and School of Nursing website.

**Nurse Practitioner Programs**

The Nurse Practitioner programs are designed to prepare the Registered Nurse for advanced practice roles in primary care settings. The Master of Science degree programs prepare students to meet the requirements for New York State certification to practice as an adult-gerontology primary care or family nurse practitioner. Upon successful completion of the master's degree in nursing or advanced certificate program, students will meet educational eligibility requirements to apply and take the following American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Board (AANPCB) national certification exams:

**Adult-Gerontology Primary Care Nurse Practitioner Program**

- ANCC: Adult-Gerontology Primary Care Nurse Practitioner examination
- AANPCB: Adult-Gerontology Primary Care NP examination

**Family Nurse Practitioner Program**

- ANCC: Family Nurse Practitioner examination
- AANPCB: Family NP examination

The course of study for Adult-Gerontology Primary Care Nurse Practitioner may be completed in six semesters of part-time study; the Family Nurse Practitioner may be completed in seven semesters of part-time study. The course of study for Advanced Certificates can be completed in five semesters for the Adult-Gerontology Primary Care track or six semesters for the Family Nurse Practitioner track.

**M.S. Adult Gerontology Primary Care Nurse Practitioner**

**Blended Learning - Onsite & Online**

The 40-credit M.S., Adult-Gerontology Primary Care Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical

practice with foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing who wishes to acquire the clinical knowledge and skills needed for advanced-practice nursing roles in the care of adults in a variety of primary care settings.

This program is presented in a blended format. All courses are web-enhanced using Blackboard. Up to 49% of course content may be online.

**M.S., Adult Gerontology Primary Care Nurse Practitioner**

[Program Code: 20000] [HEGIS: 1203.1]

**Must complete all courses below:**

NUR 610	Nursing Research	3.00
NUR 612	Pathophysiology for Advanced Practice Nursing	3.00
NUR 614B	Primary Health Care of the Adult	2.00
NUR 615	Foundations for Adult/Geriatric Primary Care Practice	2.00
NUR 620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 670	Healthcare Issues, Policies, and Ethics	2.00

**Specialty requirement:**

NUR 650	Diagnosis and Management of Illnesses and Physical Conditions of the Adult I	4.00
NUR 654A/B	Preceptored Practicum in Primary and Acute Care of the Adult I	4.00
NUR 660	Diagnosis and Management of Illnesses and Physical Conditions of the Adult II	4.00
NUR 664A/B	Preceptored Practicum in Adult Primary and Acute Care II	4.00

**Credit and GPA Requirements**

Minimum Total Credits: 40  
Minimum Major GPA: 3.0

**M.S. Family Nurse Practitioner**

**Blended Learning - Onsite & Online**

The 46-credit M.S., Family Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical practice with foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing who wishes to acquire the clinical knowledge and skills needed for advanced-practice nursing roles in a variety of primary care settings.

This program is presented in a blended format. All courses are web-enhanced using Blackboard. Up to 49% of course content in any one course may be online.

**M.S., Family Nurse Practitioner**

[Program Code: 24686] [HEGIS Code: 1203.1]

**Must complete all courses below:**

NUR 610	Nursing Research	3.00
NUR 612	Pathophysiology for Advanced Practice Nursing	3.00
NUR 614	Primary Health Care of the Family	2.00
NUR 620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 670	Healthcare Issues, Policies, and Ethics	2.00

**Specialty requirement:**

NUR 690	Diagnosis and Management of Illness and Physical Conditions of Family I	4.00
NUR 691A/B	Preceptored Practicum in Primary Care of the Family I	4.00
NUR 692	Diagnosis and Management of Illness and Physical Conditions of Family II	4.00
NUR 693A/B	Preceptored Practicum in Primary Care of the Family II	4.00
NUR 694	Diagnosis and Management of Illness and Physical Conditions of Family III	4.00
NUR 695A/B	Preceptored Practicum In Primary Care of the Family III	4.00

**Credit and GPA Requirements**

Minimum Total Credits: 46

Minimum Major GPA: 3.0

**Advanced Certificate in Adult Gerontology Primary Nurse Practitioner****Blended Learning – Onsite & Online**

The 32-credit Advanced Certificate Adult-Gerontology Primary Care Nurse Practitioner program prepares nurses who already have a Master's degree in nursing with the knowledge and skills to practice as a nurse practitioner providing care for adults and older adults.

Applicants who are already certified as nurse practitioners in another specialty will have their prior academic record evaluated to identify courses for which they may be granted credit.

**Advanced Certificate, Adult Gerontology Primary Care Nurse Practitioner (Post-Masters)***[Program Code: 20001] [HEGIS Code: 1203.12]***Must complete all courses below:**

NUR 612	Pathophysiology for Advanced Practice Nursing	3.00
NUR 614B	Primary Health Care of the Adult	2.00
NUR 615	Foundations for Adult/Gerontology Primary Care Practice	2.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 650	Diagnosis and Management of Illnesses and Physical Conditions of the Adult I	4.00
NUR 654A/B	Preceptored Practicum in Primary and Acute Care of the Adult I	4.00
NUR 660	Diagnosis and Management of Illnesses and Physical Conditions of the Adult II	4.00
NUR 664A/B	Preceptored Practicum in Primary Care of Adult II	4.00

**Credit and GPA Requirements**

Minimum Total Credits: 32

Minimum GPA: 3.0

**Advanced Certificate in Family****Nurse Practitioner****Blended Learning – Onsite & Online**

The 38-credit Advanced Certificate Family Nurse Practitioner program prepares nurses who already have a Master's degree in nursing with the knowledge and skills to practice as a nurse practitioner providing care for families and individuals throughout their lifespan.

Applicants who are already certified as nurse practitioners in another specialty will have their prior academic record evaluated to identify courses for which they may be granted credit.

**Advanced Certificate, Family Nurse Practitioner (Post-Masters)***[Program Code: 24687] [HEGIS Code: 1203.12]***Must complete all courses below:**

NUR 612	Pathophysiology for Advanced Practice Nursing	3.00
NUR 614	Primary Health Care of the Family	2.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 690	Diagnosis and Management of Illness and Physical Conditions of Family I	4.00
NUR 691	Preceptored Practicum in Primary Care of the Family I	4.00
NUR 692	Diagnosis and Management of Illness and Physical Conditions of Family II	4.00
NUR 693A/B	Preceptored Practicum in Primary Care of the Family II	4.00
NUR 694	Diagnosis and Management of Illness and Physical Conditions of Family III	4.00
NUR 695A/B	Preceptored Practicum in Primary Care of the Family III	4.00

**Credit and GPA Requirements**

Minimum Total Credits: 38

Minimum GPA: 3.0



## Nursing Courses

### NUR 610 Nursing Research

The purpose of the course is to teach knowledgeable consumers of nursing research at the graduate level to develop a basic research proposal or state-of-the-science paper based on a topic of interest and/or concern to the nursing profession. Additionally, it is stressed that critical evaluation of the scientific merit of nursing research and incorporation of relevant evidence-based findings into their practice will facilitate the integrity of practice as well as client health outcomes. The importance of evidence-based practice and the research process to the development of nursing knowledge and subsequent practice is discussed. Emphasis is placed on the application of appropriate research methodology, and development of a research proposal or state-of-the-science paper from critically evaluated evidence in the literature. This process occurs within a culturally-diverse and collegial atmosphere.

*Pre-requisite of NUR 620 is required.*

*Credits: 3*

*Every Fall and Spring*

### NUR 612 Pathophysiology for Advanced Practice Nursing

This course reviews the pathophysiology of disease entities and foster the development of critical thinking in interpreting changes in function that result in symptoms indicative of illness.

*Credits: 3*

*Every Fall and Spring*

### NUR 614 Primary Health Care of the Family

This course is an overview of common issues in primary care, including principles of screening, prevention, anticipatory guidance, patient education techniques, multicultural issues, occupational and alternative medicine. All issues are related to current best evidence as well as the impact of health literacy on specific populations. The Healthy People 2020 goals are the basis for all discussions.

*The pre-requisites of NUR 610 and NUR 612 are required.*

*Credits: 2*

*Every Fall, Spring and Summer*

### NUR 614B Primary Health Care of the Adult

This course is an overview of common issues in primary care, including principles of screening, prevention, anticipatory guidance, patient education techniques, multicultural issues, occupational and alternative medicine. All issues are related to current best evidence as well as the impact of health literacy on specific populations. The Healthy People 2020 goals are the basis for all discussions.

*The pre-requisites of NUR 610 and NUR 612 are required.*

*Credits: 2*

*Every Fall and Spring*

### NUR 615 Foundations for Adult/Geriatric Primary Care Practice

This course is designed to help students develop the necessary knowledge base and problem solving skill for practice as an adult/geriatric primary care nurse practitioner. The content will introduce the methodologies used to diagnose and treat some of the most common complaints seen in primary care and focus on health promotion. Emphasis will be placed on expected body function and developmental changes based on age from adolescence through geriatrics. This course will incorporate the use of simulation exercises to create a foundation of assessment, intervention and evaluation as well as group clinical practice.

*The pre-requisites of NUR 614B and NUR 630 are required.*

*Credits: 2*

*Every Fall, Spring and Summer*

### NUR 620 The Theoretical Basis of Advanced Practice Nursing

The purpose of the course is to provide students with an in-depth examination of conceptual nursing and behavioral models applicable to advanced practice nursing. The course includes the discussion and comparison of various theoretical models from nursing and other disciplines with a major focus on their relevance and application to nursing practice, research and theory development.

*Credits: 3*

*Every Fall and Spring*

### NUR 630 The Advanced Practice Role

The seminar provides an opportunity to critically examine the advanced practice role within the context of a rapidly changing health care delivery system. The role of the primary care nurse practitioner is explored from historic, legal and professional perspective. The processes of interdisciplinary collaboration and policy development are discussed. Strategies for proactive leadership and decision-making are also examined. Critical thinking, group dynamics, leadership skills, and role of the APN as educator are studied and modeled in classroom experiences, field experiences, and course assignments.

*The pre-requisites of NUR 610 and NUR 612 are required.*

*Credits: 2*

*Every Fall, Spring and Summer*

### NUR 634 Advanced Physical Assessment

The student is provided with knowledge, methods and laboratory practicum experience to build upon and to refine physical assessment skills.

Comprehensive physical examination of adults and children as well as psychosocial, developmental, occupational and cultural aspects of health assessment is studied in depth, using an evidence-based approach. Emphasis is placed on the collaborative aspects of being a member of an interdisciplinary health care team in a primary care

setting. A laboratory practicum is incorporated into this course to give students the opportunity to integrate theoretical content into clinical experience. Emphasis is placed on developing a comprehensive and problem-oriented health assessment of clients.

*The pre-requisites of NUR 610 and NUR 612 are required.*

*Credits: 3*

*Every Fall, Spring and Summer*

### NUR 644 Pharmacology

This course is designed for nurse practitioner students. The course provides the student with an advanced understanding of pharmaceuticals, pharmacokinetics and pharmacodynamics. The major classifications of drugs used across the lifespan in primary care settings are emphasized in terms of therapeutic effects, adverse effects, interactions, and patient and family teaching. Ethical considerations and cultural and financial issues related to medication are also discussed. Students have the opportunity to apply knowledge and gain critical thinking skills with a variety of case studies. The course includes three hours of content on both New York State and Federal laws and regulations related to prescribing and record keeping.

*Pre-requisites of NUR 610 and NUR 612 are required.*

*Credits: 4*

*Every Fall, Spring and Summer*

### NUR 650 Diagnosis and Management of Illnesses and Physical Conditions of the Adult I

This course is one of two courses that focus on clinical decision-making skills. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

*Pre-requisites of NUR 612, 614B, 630, 634 and 644 are required.*

*Credits: 4*

*Every Fall and Spring*

### NUR 654A Preceptored Practicum in Primary and Acute Care of the Adult I

This segment, of a two-segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their

clinical site.

*Pre-requisite or Co-requisite of NUR 650 is required.*

*Credits: 2*

*Every Fall and Spring*

#### **NUR 654B Preceptored Practicum in Primary and Acute Care of the Adult I**

This segment, of a two-segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

*Pre-requisite or Co-requisite of NUR 650 is required.*

*Credits: 2*

*Every Fall and Spring*

#### **NUR 660 Diagnosis and Management of Illnesses and Physical Conditions of the Adult II**

This course is one of two courses that focus on clinical decision-making skills. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

*Pre-requisites: NUR 612, 614, 630, 634, 644 and 650*

*Credits: 4*

*Every Fall and Spring*

#### **NUR 664A Preceptored Practicum in Adult Primary and Acute Care II**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site.

*Pre-requisite or Co-requisite of NUR 660 is required.*

*Credits: 2*

*Every Fall and Spring*

#### **NUR 664B Preceptored Practicum in Adult Primary and Acute Care II**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site.

*Pre-requisite or Co-requisite of NUR 660 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

#### **NUR 670 Healthcare Issues, Policies, and Ethics**

This course provides graduate nursing students with the analytical tools and historical perspective to actively influence policy development affecting the delivery of nursing and health care in the United States and the world. The course is designed to explore current factors, policy determinants, and ethical issues affecting health care, specifically as they affect nursing at all levels of practice, nursing education and nursing and healthcare administration.

*Credits: 2*

*Every Fall and Spring*

#### **NUR 690 Diagnosis and Management of Illness and Physical Conditions of Family I**

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology provide the underpinning for the course content. Critical thinking and diagnostic reasoning are reinforced as the basic for practice. Family theory concepts are presented to form the foundation for practice. Physical assessment skills related to infants and children are reinforced. The use of evidence based practice protocols and guidelines is an integral part of this course. The student will focus on the assessment, diagnosis and treatment of pediatric and pregnancy health issues.

*The pre-requisites of NUR 612, 614, 630, 634 and 644 are required.*

*Credits: 4*

*Every Fall, Spring and Summer*

#### **NUR 691A Preceptored Practicum in Family Primary Care I**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on pediatrics and women's health. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience

in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

*The pre-requisite or co-requisite of NUR 690 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

#### **NUR 691B Preceptored Practicum in Family Primary Care I**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents, and adults. Emphasis is on pediatrics and women's health. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

*The pre-requisite or co-requisite of NUR 690 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

#### **NUR 692 Diagnosis and Management of Illness and Physical Conditions of Family II**

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

*Pre requisites: NUR 612, 630, 634, 644 and 690*

*Credits: 4*

*Every Fall, Spring and Summer*

#### **NUR 693A Preceptored Practicum in Primary Care of the Family II**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents, and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site.

*The pre-requisite or co-requisite of NUR 692 is*

required.

*Credits: 2*

*Every Fall, Spring and Summer*

**NUR 693B Preceptored Practicum in Primary Care of the Family II**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents, and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

*The pre-requisite or co-requisite of NUR 692 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

**NUR 694 Diagnosis and Management of Illness and Physical Conditions of Family III**

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology, and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

*Pre-requisites: NUR 612, 614, 630, 634, 644, 692*

*Credits: 4*

*Every Fall, Spring and Summer*

**NUR 695A Preceptored Practicum in Primary Care of the Family III**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents, and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site.

*The pre-requisite or co-requisite of NUR 694 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

**NUR 695B Preceptored Practicum in Primary****Care of the Family III**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents, and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site.

*The pre-requisite or co-requisite of NUR 694 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

**NUR 700 Independent Study**

An opportunity for students to do advanced work under the guidance of the faculty. Pass/Fail only. Open to graduate nursing students with the permission of their Program Director.

*Credits: 1*

*On Demand*

**NUR 700P Independent Study - Practicum**

This one credit independent study allows adult nurse practitioner students who have not completed the clinical hours for a practicum experience in the semester in which they are registered to continue to work under the supervision of their preceptor and their practicum advisor during the following semester.

**NUR 701 Independent Study**

An opportunity for students to do advanced work under the guidance of the faculty. Open to graduate nursing students with permission of their Program Director.

*Credits: 1*

*On Demand*

**NUR 701P Independent Study - Practicum**

This one credit independent study allows family nurse practitioner students who have not completed the clinical hours for a practicum experience in the semester in which they are registered to continue to work under the supervision of their preceptor and their practicum advisor during the following semester.

## SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

The School of Engineering, Computer Science and Artificial Intelligence provides students with fundamental and applied knowledge of computer and digital sciences. Our goal is to develop future leaders with skills and experience sufficient to launch careers in rapidly-expanding fields, including but not limited to data acquisition, analysis and communication. Given the predominance of data in today's world, we emphasize intersections of digital engineering, computers science and artificial intelligence with other scientific and real-world disciplines and applications. Students engage in meaningful research, with opportunities to actively contribute to scientific learning, with the potential for new breakthroughs and publications. A degree from the School of Engineering, Computer Science and Artificial Intelligence can offer many paths to future success and the ability to make meaningful contributions to the planet and to society. The degrees offered include a Bachelor of Science and Master of Science in Artificial Intelligence or Computer Science.

## DEPARTMENT OF COMPUTER SCIENCE

### M.S. Computer Science

The M.S. in Computer Science provides students with the knowledge and skills to become successful leaders in the field of computer science. The program provides the foundations and advanced applications with an emphasis on the design and development of large software systems. Required courses cover what is commonly accepted by the Association for Computing Machinery (ACM) as the core of graduate computer science. The inclusion of small implementation projects and/or computer programming exercises in most courses provides experience in the practical aspects of the software development cycle.

### M.S. Computer Science

[Program Code: 89373] {HEGIS 0701.0}

#### Computer Science Core: 21 Credits

The following seven (7) courses are required:

CS	631	Algorithms and Data Structures	3.00
CS	633	System Analysis and Design	3.00

CS	641	Computer Architecture	3.00
CS	643	Operating Systems	3.00
CS	645	Computer Communications and Networking	3.00
CS	649	Database Management Systems	3.00
CS	666	Artificial Intelligence	3.00

#### Computer Science Electives: 9 to 12 Credits

Three (3) Advanced Computer Science Courses with **Thesis Option**

Four (4) Advanced Computer Science

Courses with **Software Development Project**

#### Thesis Option: 6 credits

CS	698	Computer Science Thesis	3.00
CS	699	Computer Science Thesis	3.00

#### Software Development Project Option: 3 credits

CS	690	Software Development Project	3.00
OR			
CS	691	Software Development Project	3.00

#### Credit and GPA Requirements

Minimum Credits (Thesis Option): 36

Minimum Credits (Project Option): 36

Minimum Major GPA: 3.0

## Computer Science Courses

The 36-credit M.S. in Computer Science provides students with the knowledge and skills to become successful leaders in the field of computer science and information technology. The program provides the basic foundations with an emphasis on the design and development of large software systems. Required courses cover what is commonly accepted by the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers (IEEE) as the core of graduate computer science. The inclusion of small implementation projects and/or computer programming exercises in most courses provides experience in the practical aspects of the software development cycle. In addition, each student enrolls in a two-course sequence, either writing a thesis or completing a large software development project.

This program is offered in a blended learning format. Nearly half of each course will be delivered online and the balance will be offered in a traditional classroom setting.

### CS 601 Principles of Computer Science and Structured Programming C

A study of the fundamentals of structured program design using a block-structured language such as C, functions and file organization, and processing. Students are required to design and run multiple programs for problem solving on a computer. Not credited to M.S. in Computer Science.

*Credits: 3*

*Every Fall and Spring*

### CS 605 Fundamentals of Computer Science and Systems Programming

A study of the fundamental concepts of machine architecture and operating systems, including assembly language programming, data structures and algorithms used in advanced C programming. Students are required to design and run computer programs. Not credited to M.S. in Computer Science.

*Credits: 3*

*On Demand*

### CS 631 Algorithms and Data Structures

An intensive treatment of the application of data structures and algorithms in Computer Science. Topics include recursion; sequential, linked and dynamic allocation of storage stacks; queues; trees; graphs; hash tables; and internal and external sorting and searching. Emphasis is placed on the design, implementation and evaluation of algorithms.

*Pre-requisite of CS 601 or equivalent is required.*

*Credits: 3*

*Every Spring*

### CS 633 System Analysis and Design

Successful system development entails much more than just coding. We will survey various models of

the software development process, learn how to elicit and analyze system requirements, and how to apply various design strategies, notations, and tools. In the end, you will understand why quality is so elusive in the development of information systems, and you will be comfortable with a range of processes, methods, and tools to help achieve it.

*Pre-requisite of CS 631 is required.*

*Credits: 3*

*Every Fall*

### CS 641 Computer Architecture

A study of computer architecture and organization, with emphasis on quantitative analysis. Boolean algebra is introduced to teach digital devices. Students are required to design and implement on paper a simple microprocessor by the end of the semester. Microprogramming and conventional machine level are taught. Programming is expected in an assembly programming language.

*Pre-requisite of CS 601 or equivalent, and CS 605 or equivalent, are required.*

*Credits: 3*

*Every Fall*

### CS 643 Operating Systems

An introduction to the algorithms and data structures of operating systems and their performance in various environments. Topics include CPU scheduling, memory management, virtual memory, mutual exclusion and deadlock concurrent processes, and protection and security.

*Credits: 3*

*Every Spring*

### CS 645 Computer Communications and Networking

An introductory course in computer networks, with emphasis on the physical and logical design of computer networks using the OSI and TCP/IP layered models as conceptual frameworks. The physical, data link, network, and transport layers are discussed in detail. Examples are provided from existing network architectures. The TCP/IP protocol suite is studied in the contexts of the network and transport layers.

*Credits: 3*

*Every Spring*

### CS 649 Database Management Systems

An examination of the concepts and practical aspects of database management systems and how data resources can be designed and managed to support information systems in organizations. Topics include data models and data and storage structures and their relation to data access; use and management of database systems, data independence; and data sharing, availability, security, integrity and consistency. Students are required to design and implement a database using a relational database management system, such as SQL.

*Credits: 3*

*Every Fall*

### CS 655 Object-Oriented Software Methodology - C++

A study of object-oriented analysis and design techniques. Several case studies with C++ are used to implement the object-oriented design techniques. Topics include design of classes, class interfaces, overloading (functions and operators), inheritance, polymorphism, dynamic binding, reusability and aspects of software quality modularity. Students are required to complete projects with C++.

*Pre-requisite of CS 601 or knowledge of the C language is required.*

*Credits: 3*

*Alternate Spring*

### CS 666 Artificial Intelligence

An examination of the concepts and methodologies used in constructing intelligent computer programs. Areas covered are state space representation, knowledge representation and reasoning techniques, and search strategies, including heuristic search and genetic algorithms. Application areas are selected from game playing, expert-systems, natural language processing and machine learning. Overview of AI tools and languages is included. Students are required to implement an AI project.

*Pre-requisite of CS 631 is required.*

*Credits: 3*

*Every Fall*

### CS 668 Advanced Topics in Data Base Technology

A study of the following: business and industrial application development; graphical user interfaces with client/server computing distributed data bases; interface of relational data bases with software packages.

*Pre-requisite of CS 649 is required.*

*Credits: 3*

*On Demand*

### CS 673 Internet Programming with JAVA

A look at programming for the Internet and concepts that relate to Internet technologies. Topics include JAVA, object-related programming, CGI and Dynamic HTML. JAVA topics include classes, interface classes, exceptions, libraries, threads, network programming and database access. Writing CGI code for Web servers and JDBC for database connectivity is also covered. Students are required to complete projects with JAVA.

*The pre-requisites of CS 601 and 645, and the co-requisite of CS 631 are required.*

*Credits: 3*

*On Occasion*

### CS 675 Parallel Programming

A study of parallel random access machine (PRAM) model, as well as processor organizations and parallel architectures. Design, analysis and implementation of parallel algorithms are studied. Case studies of parallel algorithms in various problem domains are examined. An introduction is made to fault tolerant computing. Students are

required to do assignments using a parallel extension of the C language such as C\*, nCUBE C or C-LINDA.

*The pre-requisites of CS 631 and CS 641 are required.*

*Credits: 3*

*On Occasion*

#### **CS 678 Data Security**

A consideration of security problems in computing, with emphasis on legal issues. Topics include cryptography fundamentals and data security; NP-completeness and security of cryptosystems; DES; IDEA; hashes and message digests; RSA; authentication of people and systems; signature schemes; access controls, information flow controls, and inference controls; and e-mail security.

*Pre-requisite of CS 631 is required.*

*Credits: 3*

*On Occasion*

#### **CS 690 Software Development Project**

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system. The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

*Pre-requisites of CS 631, CS 633, CS 643, CS 645, CS649 and CS 666 are required.*

*Credits: 3*

*Every Fall*

#### **CS 691 Software Development Project**

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system. The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

*Pre-requisites of CS 631, CS 633, CS 643, CS 645, CS649 and CS 666 are required.*

*Credits: 3*

*Every Spring*

#### **CS 695 Special Topics in Computer Science**

A consideration of a current topic in computer science not offered in any other course.

*Credits: 3*

*On Occasion*

#### **CS 696 Special Topics in Computer Science**

A consideration of a current topic in computer science not offered in any other course.

*Credits: 3*

*On Occasion*

#### **CS 697 Special Topics in Computer Science**

A consideration of a current topic in computer science not offered in any other course.

*Credits: 3*

*On Occasion*

#### **CS 698 Computer Science Thesis**

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

*Credits: 3*

*Every Fall and Spring*

#### **CS 699 Computer Science Thesis**

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

*Credits: 3*

*Every Fall and Spring*

#### **MBA 625 Management of Innovation and Technology**

This course draws upon the economics of technical change ~ for high technology businesses. The emphasis is on the development and application of conceptual models clarifying the interactions between competition, patterns of technological and market change, and the structure and development of internal firm capabilities. The aim of this course is to provide a solid foundation for managing innovation in high-technology industries.

Throughout, key conceptual frameworks are linked to applications in a variety of industry and case settings.

*Pre-requisites: GBA 517 and MBA 621*

*Credits: 3*

*Every Spring*

#### **MBA 655 Management of Innovation**

The ability to increase business value through technological innovation is a critical success factor in many industries. The aim of this course is to provide a solid foundation for managing innovation in high-technology industries. Emphasis is placed on the foundations of the dynamics of innovation, strategy formulation, and strategy implementation. Throughout, the main topics of the course are linked to applications in a variety of industry and case settings.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Every Spring*

#### **MBA 656 Information Systems Development and Management**

Information systems innovation comprises the development and management of both new technology components and new organizational arrangements. In other words, IS innovation is broader than the development of technology-based information handling systems. In our study the development, deployment and use of technologies and organizational change are the two inseparable aspects of an IS innovation process. Organizational change includes changing the way an organization is structured, its work processes, its products and services as well as its relationships with other organizations, partners, suppliers, customers, and overall stakeholders.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Every Spring*

## M.S. in Artificial Intelligence

To prepare the workforce of the future, the 30-credit M.S. in Artificial Intelligence (AI) aims to educate and train skilled leaders to create AI applications and AI systems that are designed to solve complex real-world challenges and problems across many industry domains. The purpose of the program is to achieve this latter goal while addressing the emerging needs of the market. Additionally, the new program, with its faculty and students, aims to accelerate multidisciplinary research and discovery in LIU's emerging signature areas: health, pharmaceuticals, pharmacological engineering, bioinformatics, and business among others. The program will create new opportunities for research and economic development. It is a pathway for master's students to pursue exciting career opportunities in the most innovative companies in the NY region and the globe across all industry sectors and/or Ph.D. research in Computer Science and related fields.

### Artificial Intelligence, M.S.

#### Requirements

#### MS in Artificial Intelligence Requirements

##### Choose four of the following Core Module

##### Courses:

AI	602	Programming in Python	3.00
AI	632	Algorithms and Data Structures in Python	3.00
AI	680	Artificial Intelligence: Present and Future	3.00
AI	682	Data Mining and Exploration	3.00
AI	683	Statistical Learning	3.00
AI	686	Automatic Speech Recognition	3.00
AI	688	Image and Vision Computing	3.00

##### Choose two of the following Specialization

##### Courses:

AI	687	AI and Machine Learning in Bioinformatics	3.00
AI	689	Computational Neuroscience, Cognition and Artificial Intelligence	3.00
AI	701	Intelligent Autonomous Robotics	3.00
AI	790	Special Topics in Artificial Intelligence I	3.00
AI	791	Special Topics in AI: 2	3.00

##### The following two courses are required:

AI	681	Machine Learning & Pattern Recognition	3.00
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AI	700	Applicable Deep Learning	3.00
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### MS in Artificial Intelligence

#### Electives/Thesis Options

##### Choose one of the following options:

##### 6 credits of graduate electives in Artificial Intelligence or Computer Science

##### OR

##### Thesis - 6 credits

AI	698	Thesis I	3.00
AI	699	Thesis II	3.00

#### Credit and GPA Requirements

Minimum Credits (Thesis Option): 30

Minimum Credits (Non-Thesis Option): 30

Minimum Major/Overall GPA: 3.0

## Artificial Intelligence Courses

### AI 602 Programming in Python

Problem solving, algorithmic design, and implementation using the Python programming language are presented. Topics include fundamental data types and associated collection data types, I/O processing, conditional and loop constructs, use and implementation of functions. This first part of the course is complemented with a through presentation of Object-Oriented programming. Select advanced features for both procedural programming and Object-Oriented programming are introduced. Three credits; one-hour laboratory.

*Credits: 3*

*Every Fall and Spring*

### AI 632 Algorithms and Data Structures in Python

A comprehensive study of the design and analysis of efficient data structures and algorithms in Python. The course provides the fundamentals of data structures and algorithms, including their design, analysis and implementations. Fundamental data abstractions include: linear lists; stacks; queues and deques; priority queues; multi-linked structures; trees and graphs; maps; hash tables; internal and external sorting and searching.

Three credits; one-hour laboratory.

Prerequisite: AI 602

*A pre requisite of AI 602 is required.*

*Credits: 3*

*Every Spring*

### AI 680 Artificial Intelligence: Present and Future

The course gives a quick overview of the background of contemporary work in symbolic AI, and looks at the relationship between statistical and two logical approaches to AI. It also addresses some of the philosophical and ethical issues that arise. The course surveys state-of-the-art AI systems and techniques in various subfields (e.g., agents and reasoning; planning, constraints and uncertainty; google search and the semantic web; dialogue and machine translation; varieties of learning). Three credits; one-hour laboratory.

*Credits: 3*

*Every Fall*

### AI 681 Machine Learning & Pattern Recognition

This graduate course covers some fundamental theoretical concepts in machine learning, and common patterns for implementing methods in practice. The intended audience is those wanting the background required to begin research and development of machine learning methods. The course provides foundations of pattern recognition algorithms and machines, including statistical and structural methods. Data structures for pattern representation, feature discovery and selection, classification vs. description, parametric and non-parametric classification, supervised and unsupervised learning, use of contextual evidence,

clustering, recognition with strings, and small sample-size problems.

Three credits; one-hour laboratory.

*Credits: 3*

*Every Fall*

### AI 682 Data Mining and Exploration

The course will introduce machine learning and apply it to real-world data sets. Other techniques and data-visualization methods will be featured. Student will undertake case study presentations and a mini-project on a real-world dataset. Three credits; one-hour laboratory.

*A pre requisite of AI 681 is required.*

*Credits: 3*

*Every Spring*

### AI 683 Statistical Learning

This course provides an introduction to the statistical methods commonly used in learning from data. The course combines methodology with theoretical foundations and their computational aspects. The course aims to assist you in designing good learning algorithms and analyzing their statistical properties and performance guarantees. Fundamental principles and techniques of probabilistic thinking, statistical modeling, and data analysis are introduced. Topics covered include basic probability and statistics including events, conditional probabilities, Bayes theorem, random variables, probability distributions, and hypothesis testing. Building on these concepts, the course provides an in depth of coverage of supervised learning from data with focus on regression and classification methods. A few key unsupervised learning methods such as clustering (K-means and Hierarchical clustering) are covered. R is used for computing throughout the course.

Three credits; one-hour laboratory.

*Credits: 3*

*Every Fall*

### AI 686 Automatic Speech Recognition

The course covers the theory and practice of automatic speech recognition (ASR), with a focus on the statistical approaches that comprise the state of the art. The course introduces the overall framework for speech recognition, including speech signal analysis, acoustic modelling using hidden Markov models, language modelling and recognition search. Advanced topics covered will include speaker adaptation, robust speech recognition and speaker identification. The practical side of the course will involve the development of a speech recognition system using a speech recognition software toolkit.

Three credits; one-hour laboratory.

*A pre requisite of AI 681 is required.*

*Credits: 3*

*Alternate Semesters*

### AI 687 AI and Machine Learning in Bioinformatics

The digital revolution has seen a dramatic increase in data collection in various disciplines of health

sciences. The challenge of big and wide data is especially pronounced in the biomedical space where, for example, whole genome sequencing technology enables researchers to interrogate all 3 billion base pairs of the human genome. With an expected 50% of the world's population likely to have been sequenced by 2025, the resulting datasets may surpass those generated in Astronomy, Twitter and YouTube combined. Machine Learning approaches are hence necessary to gain insights from these enormous and highly complex modern datasets enabling the training of very sophisticated Machine Learning models under the context of Artificial intelligence.

The course addresses various topics of Machine Learning approaches that have been applied under the genomic revolution. Emphasis are placed on Machine Learning algorithms to recognize patterns in DNA sequences such as pinpointing the locations of transcription start sites (TSSs), identifying the importance of junk DNA in the genome and identifying untranslated regions (UTRs), introns and exons in eukaryotic chromosomes. The input data can include the genomic sequence, gene expression profiles across various experimental conditions or phenotypes, protein-protein interaction data, synthetic lethality data, open chromatin data, and ChIP-seq data.

Three credits; one-hour laboratory.

Prerequisites: AI 681

*A pre requisite of AI 681 is required.*

*Credits: 3*

*Every Spring*

### AI 688 Image and Vision Computing

The course addresses the analysis of images and video in order to recognize, reconstruct and model objects in the three-dimensional world. Emphasis is placed on studying the geometry of image formation; basic concepts in image processing such as smoothing, edge and feature detection, color, and texture; motion estimation; segmentation; stereo vision; 3-D modeling; and statistical recognition.

Three credits; one-hour laboratory.

*A pre requisite of AI 681 is required.*

*Credits: 3*

*Every Spring*

### AI 689 Computational Neuroscience, Cognition and Artificial Intelligence

The course addresses foundational tools that connect cognitive science and computational neuroscience with artificial intelligence. Emphasis are placed on computational models that mimic brain information processing during perceptual, cognitive and control tasks tested with brain and behavioral data. Computational approaches to understanding cognitive processes, using massively parallel networks are studied. Biologically-inspired learning rules for connectionist networks and their application in connectionist models of perception, memory and language are discussed.



Three credits; one-hour laboratory.  
*A pre requisite of AI 681 is required.*  
*Credits: 3*  
*Every Fall*

**AI 698 Thesis I**

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.  
*Credits: 3*  
*Every Fall and Spring*

**AI 699 Thesis 2**

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.  
*Credits: 3*  
*Every Fall and Spring*

**AI 700 Applicable Deep Learning**

Deep Learning is one of the most highly sought-after skills in AI. In this course, you will learn the foundations of Deep Learning, understand how to build neural networks, and learn how to lead successful machine learning projects. You will learn about Convolutional networks, RNNs, LSTM, Adam, Dropout, BatchNorm, Xavier/He initialization, and more.

Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. For example, asked to recognize faces, a deep neural network may learn to represent image pixels first with edges, followed by larger shapes, then parts of the face like eyes and ears, and, finally, individual face identities. Deep learning is behind many recent advances in AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

You will work on case studies from healthcare, autonomous driving, sign language reading, music generation, and natural language processing. You will master not only the theory, but also see how it is applied in industry. You will practice all these ideas in Python and in TensorFlow. After this course, you will likely find creative ways to apply it to your work. This course culminates in a capstone project.

Three credits; one-hour laboratory.  
Prerequisite: AI 681  
*A pre requisite of AI 681 is required.*  
*Credits: 3*  
*Alternate Semesters*

**AI 701 Intelligent Autonomous Robotics**

This course covers basic topics in autonomous robotics/systems. Intelligent autonomous robots and systems can sense their environment, make decisions on how to act based on the sensations, and execute these actions without human aid or intervention. The main focus of the course is on designing and building robotic systems that navigate independently in complex environments. It is a programming intensive course which requires

team work and collaboration, the use of the robotic hardware interface and the implementation of several algorithms to address key areas for effective sensor processing, vision processing, and autonomous decision making in a physical setting or a 3D simulated environment.  
Three credits; one-hour laboratory.  
*A pre requisite of AI 688 and AI 700 is required.*  
*Credits: 3*  
*Alternate Semesters*

**AI 790 Special Topics in Artificial Intelligence I**

A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.  
Three credits; one-hour laboratory.  
*A pre requisite of AI 680 and AI 681 is required.*  
*Credits: 3*  
*On Occasion*

**AI 791 Special Topics in AI: 2**

A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.  
Three credits; one-hour laboratory.  
*A pre requisite of AI 680 and AI 681 is required.*  
*Credits: 3*  
*On Occasion*

## GEORGE POLK SCHOOL OF COMMUNICATIONS

Named for intrepid CBS correspondent George Polk, the George Polk School of Communications at Long Island University builds on the extraordinary history and unparalleled reputation of the prestigious George Polk Awards in Investigative Journalism. Graduates of the Polk School will carry forth the highest standards of professionalism and integrity represented by the extraordinary Polk Laureates, a list that includes Bob Woodward and Carl Bernstein, Walter Cronkite, Edward R. Morrow, Christine Amanpour, Peter Jennings, Diane Sawyer, Norman Mailer, Seymour Hersh, Jane Ferguson, Glenn Greenwald, Anna Deveare Smith, and other journalists of distinction.

Led by an interdisciplinary faculty and practitioners who excel in the professional world and/or who are accomplished scholars, the Polk School innovates on the cutting edge of media, communications, public relations, and journalism. Guided by LIU's pioneering spirit, the Polk School attracts students from around the region, country and world to a vibrant campus community in Downtown Brooklyn, in the heart of the media capital of the world, New York City.

The Polk School offers our prestigious MFA in Creative Writing.

## DEPARTMENT OF JOURNALISM AND CREATIVE WRITING

### M.F.A. Creative Writing

LIU's **Master of Fine Arts in Creative Writing and Publishing** prepares students to tell stories that count (and non-narrative that count, too!) with multi-disciplinary courses in fiction, nonfiction, poetry, screenwriting, playwriting, and hybrid forms. With an emphasis on world literature and a practical focus on publishing, our MFA aims to teach students how to be professional writers and visionary literary citizens. Situated in the heart of Brooklyn, LIU's MFA in Creative Writing and Publishing prepares students for careers in creative writing, academia, translation, and publishing. The MFA in Writing and Publishing also offers an **online option** for students who can't pick up and move to New York, but still want to earn an MFA. In our MFA's publishing courses, students study directly with professionals at the heart of the publishing industry. During the course of their study, students learn about commercial, independent, and academic publishing with

frequent guest literary agents, editors, and leaders from seminal national and international literary arts organizations. We also focus on the performative aspects of the writing industry including audiobooks, public performances and speaking, and adaptations. Students learn about the intersection between book publishing and popular and new media. Students also gain vital publishing industry experience through literary internships centered in New York City and through the practicum of editing LIU's flagship literary journals.

For those with MFA degrees in hand, the Writing Program also offers a **Certificate in Manuscript Preparation**, a 12-15 credit program primarily intended for post-grad students who want the guidance, mentorship, and space to get their first manuscript in order and published.

We also offer a **Certificate in Translation** for those interested in working directly with literature in languages besides English.

A **five-year BA/MFA track** is also available to students seeking a combined undergraduate and graduate education in creative writing, translation, and publishing.

**Admission Requirements for the MFA in Creative Writing and Publishing, Certificate in Manuscript Preparation, and Certificate in Translation programs:**

To be admitted to these programs, students must:

- Submit a creative writing sample that reflects the genre/s of your specialties.
- Submit a letter of intent that describes why you want to pursue an MFA or Advanced Graduate Certificate
- Submit 1-2 letters of recommendation from academic/creative writing professors.
- Submit Official educational transcripts with a GPA of 3.0 or better, with at least 6 credits in advanced English courses (literature or creative writing).
- Submit a completed application to the Office of Admissions. (This package will be reviewed by an English Graduate Admissions Committee.)

### MFA in Creative Writing and Publishing

[Program Code: 31360] [1507.0]

**The following Publishing courses are required: (12 credits)**

- WRI 502: Polk Professional Series (3 credits)
- WRI 529: Publishing and Media Workshop (3 credits)
- WRI 519: Literary Arts Practicum (6 credits)

**The following Writing courses are required: (9 credits)**

- WRI 528: Crossing Genres Workshop (3 credits)
- WRI 527: Revision Workshop (3 credits)
- WRI 708: Thesis (3 credits)

**One genre-specific Writing Workshop from the list below is required: (3 credits)**

- WRI 520: Nonfiction Writing Workshop (3 credits)
- WRI 523: Fiction Writing Workshop (3 credits)
- WRI 524: Poetry Writing Workshop (3 credits)
- WRI 525: Playwriting Workshop (3 credits)
- WRI 526: Screenwriting Workshop (3 credits)

**The following Literature and Criticism course is required: (3 credits)**

- WRI 503: Theory of Writing and Craft Criticism (3 credits)

**Also, one of the following Literature and Criticism courses is required: (3 credits)**

- WRI 504: History of Genre(s) (3 credits)
- WRI 535: Literary Forms from World Literature (3 credits)

**The following electives may be chosen to fulfill the 36-credit MFA:**

- WRI 700: Pedagogy for Creative Writers (3 credits)
- WRI 705: Internship and Independent Study (1-3 credits)
- WRI 530: Preparing for Publication (3 credits)
- WRI 519: Literary Arts Practicum 2 (3 credits)
- WRI 521: Writing in Place (1-3 credits)
- WRI 522: Food Writing (1-3 credits)
- WRI 531: Translation Workshop (3 credits)
- WRI 532: Translation Theory and Methodology (3 credits)
- WRI 533: Independent Study in Literary Translation (1-3 credits)

**Credit and GPA Requirements:**

- Minimum Credits: 36
- Minimum Major GPA: 3.0

### Advanced Certificate in Manuscript Preparation

**Certificate in Manuscript Preparation:**  
[Program: 41830]

Students who have already earned an MFA degree or who have satisfied the 36-credit requirement for the MFA in International Creative Writing are welcome to take the Certificate in Manuscript Preparation. The 15-credit coursework will be decided upon in consultation with the Directors of the MFA in International Creative Writing program. Possible classes might include the following:

- **WRI 527: Revision Workshop (3 credits)**

In Revision Workshop, students work closely with faculty to develop the techniques to read and revise their work from the point of view of an editor. In this course, students engage with revision exercises, learn about revision techniques

from their instructor and visiting writers and editors, and have the opportunity to present their revision process and revised work in class for review and workshop.

- **WRI 530: Preparing for Publication (3 Credits)**

In Preparing for Publication, students learn first-hand what the process of preparing their work for an audience will look like. Students will learn editing techniques from faculty and visiting writers and editors and will engage in the process of submitting work to literary journals, for prizes and publication, and preparing work for new media outlets.

- **WRI 529: Publishing and Media Workshop (1-3 credits; Repeatable)**

In the Publishing and Media Workshop, MFA students study directly with writers, editors, agents, and publishing and media industry professionals in semester-long and shorter, intensive classes. Classes will focus on publishing, media, adaptation, audiobooks, and industry-focused coursework. Students will also have hands-on experience in book and event promotion.

- **WRI 705: Internship and Independent Study (1-3 credits)**

Situated in the heart of Brooklyn, the MFA in International Writing and Publishing program offers students a variety of opportunities to conduct internships directly within New York's literary and publishing world. In our Internship and Independent Study course, students will have the opportunity to explore internships in which they work directly with industry professionals, pursue work-study options within academia, and learn about teaching opportunities. And for those students seeking to do a semester's worth of independent research on their current manuscripts and writing projects, the Independent Study portion of this class will allow students to work closely with a faculty mentor, develop reading lists, and delve deeper into independent research that will help strengthen their writing and work.

- **WRI 519: Literary Arts Practicum (3 credits/semester; 1 semester required)**

In the Literary Arts Practicum, students will gain hands-on experience on what it is like to run a literary magazine and/or a literary arts organization. Students will gain experience in literary arts programming, editorial experience, curricula development, teaching, student mentorship, publicity, promotion, and budget management.

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## **Advanced Certificate in Translation**

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### **Certificate in Translation:**

*{Program: 41833}*

In order to earn a Certificate in Translation, MFA students would have to complete the following courses during their studies. Non-MFA students can also apply to earn a Certificate in Translation from LIU Brooklyn.

- **WRI 531: Translation Workshop (Elective; Required for students pursuing a Translation Certificate; 3 credits)**

In the Translation Workshop, MFA students will acquire the professional and practical skills necessary to access, interpret, and translate texts. The course will also examine issues informing contemporary translation practice. Students will have the opportunity to study translation theory, dialogue with professional translators, writers, and academics within the field, and practice their own translations. Classroom exercises may focus on direct translations, interpretations, and mistranslations of texts. Knowledge of a second language is welcome, but not necessary.

- **WRI 532: Translation Theory and Methodology (Elective; 3 credits)**

The course will provide an overview of global translation theories and methodologies from classical times to the present with an eye toward their incorporation into practice. Translation history presenting a diversity of perspectives will supply the underpinnings of "acceptable" strategies that, over centuries, have come to inform contemporary praxis.

- **WRI 533: Independent Study in Literary Translation (Elective; 3 credits)**

The course will focus on the specific issues and techniques related to the translation of prose, poetic, and dramatic texts. Intense practice in the translation of these genres (and their hybrid forms) will emphasize the production of literary texts in accordance with the target language and cultural norms. The course may be tailored to meet student interests and/or needs.

## Writing Courses

### WRI 502 POLK Professional Series

In this course, students will help plan, organize, promote, conduct interviews and create a podcast for a lively discussion series with Communications professionals in journalism, film and television, radio, publishing, as well as novelists, poets and nonfiction writers. Students will volunteer for and be assigned various roles in the process of creating the series. 1 1/2 credits, Must be taken twice concurrently in an academic year for a total of 3 credits). Every semester. Must be taken twice concurrently.

*Credits: 1.50*

*Every Semester*

### WRI 503 Theory of Writing and Craft Criticism

The Theory of Writing and Craft Criticism courses introduces MFA students to critical and literary theory, and prepare students to complete the critical portion of their MFA thesis. Through this course, students will learn how to situate their writing within a larger, global field of literary theory and intellectual thought, and will have the opportunity to produce essays on craft criticism, in which they analyze and advocate for craft techniques that further strengthen the texts they are studying as well as their own work. Credits 3. Repeatable. Every Fall. May be taken twice.

*Credits: 3*

*Every Fall*

### WRI 504 History of Genre(s)

This course will introduce students to the history of a particular form (narrative fiction, nonfiction, poetry, drama or translation). As well as overlaps between genres, such as "autofiction." Depending on the cohort of students in a particular semester, as well as the expertise of the instructor, students will read and discuss historical to contemporary works of literature in a particular genre or genres. The survey can be historical, thematic, or a combination, but is expected to cover at least a quarter of assigned readings that date back centuries if not millennia. Students in the major are required to take at least one history of the genre course but may repeat the course in a different genre, up to three times. Credits,3. Repeatable. May be taken three times.

*Credits: 3*

*Rotating Basis*

### WRI 519 Literary Arts Practicum 1 and 2

In the Literary Arts Practicum 1 and 2, students will gain hands-on experience on what it is like to run a literary magazine and/or a literary arts organization. Students will gain experience in literary arts programming, editorial experience, curricula development, teaching, student mentorship, publicity, promotion, and budget management. 3 credits. Each class is repeatable up to 2 times. 2 semesters required for MFA students and 1

semester required for Certificate in Manuscript Preparation students. Offered every semester.

*Credits: 3*

*Every Semester*

### WRI 520 Nonfiction Writing Workshop

An intensive workshop devoted to writing literary nonfiction. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms.

*Student must be matriculated in the English MFA program in order to register for this course.*

*Credits: 3*

*Rotating Basis*

### WRI 521 Writing in Place

This course explores the terrain formerly covered by the term "travel writing," but with the recognition that notions of travel writing have necessarily changed in the 21st century. Questions explored in this course include what are the implications of looking and visiting another place, what it means to be seen? How does privilege factor into writing about place and what are the dynamics of insiders versus outsiders. Students will regularly write place-based essays and exercises and will read model essays by contemporary and classic place-focused writers. This course may be offered as a study abroad option. 1-3 Credits. Repeatable. May be taken twice. Offered occasionally.

*Credits: 1 to 3*

*On Occasion*

### WRI 522 Food Writing

In Food Writing, students will gain hand-on experience at feature writing for culinary journals, websites, collaborative cookbooks, memoirs, and hybrid texts. Students will have the opportunity to work with local chefs and photographers and/or create podcasts featuring food industry professionals. Restaurant reviewing and recipe-testing will likewise be typical features of this course depending on the instructor. This course may be offered as a Study Abroad option.

*Credits: 3*

*On Occasion*

### WRI 523 Fiction Writing Workshop

An intensive workshop devoted to writing works of fiction. Class time will be spent critiquing each other's writings and discussing traditional and experimental forms. Students in the Creative Writing MFA program may take this class more than once. Prerequisite: Permission of the instructor.

*Student must be part of the Creative Writing program in order to register for this course.*

*Credits: 3*

*Rotating Basis*

### WRI 524 Poetry Writing Workshop

An intensive workshop devoted to writing works of poetry. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the MFA program

may take this class more than once. Prerequisite: Permission of the instructor.

*Student must be part of the Creative Writing program in order to register for this course.*

*Credits: 3*

*Rotating Basis*

### WRI 526 Screenwriting Workshop

An introduction to the principles of screenwriting. Students will explore dramatic structure, character development, dialog, and plot through the analysis of television and film narratives. Students will complete a story treatment and short screen / teleplay as their final project.

*Credits: 3*

*Not Set*

### WRI 527 Revision Workshop

In Revision Workshop, students work closely with faculty to develop the techniques to read and revise their work from the point of view of an editor. In this course, students engage with revision exercises, learn about revision techniques from their instructor and visiting writers and editors, and have the opportunity to present their revision process and revised work in class for review and workshop.

*Credits: 3. May be taken once. Annually.*

*Student must be matriculated in the English MFA program in order to register for this course.*

*Credits: 3*

*Annually*

### WRI 528 Crossing Genres Workshop

An intensive workshop devoted to different strategies for writing imaginative texts, especially those that cross genres. This workshop is open to poets, fiction writers, nonfiction writers, playwrights, and hybrid writers. Throughout the class, students will be learning the craft of multiple genres by critiquing work produced by their peers in these genres. Students are also welcome to submit work in more than one genre for review. And hybrid writers, who are actively blurring the boundaries between genres, are welcome to take this course as well. Credits: 3. Annually. May be taken once.

*Credits: 3*

*Rotating Basis*

### WRI 529 Publishing and Media Workshop

In the Publishing and Media Workshop, MFA students study directly with writers, editors, agents, and publishing and media industry professionals in short, intensive classes, each lasting five weeks and worth 1 credit. Classes will focus on publishing, media, and industry-focused coursework. Students may register for one or all such workshops in a given semester. Credits: 1 credit per 5-week class. 2-3 classes offered per semester. Repeatable. May be taken six times. Every semester.

*Credits: 1*

*Every Semester*

### WRI 530 Preparing for Publication

In Preparing for Publication, students learn first-

hand what the process of preparing their work for an audience will look like. Students will learn editing techniques from faculty and visiting writers and editors, and will engage in the process of submitting work to literary journals, for prizes and publication, and preparing work for new media outlets. Credits 3, Repeatable. May be taken twice. *Student must be matriculated in the English MFA program in order to register for this course.*

*Credits: 3*

*Rotating Basis*

#### **WRI 531 Translation Workshop**

In the Translation Workshop, MFA students will acquire the professional and practical skills necessary to access, interpret, and translate texts. The course will also examine issues informing contemporary translation practice. Students will have the opportunity to study translation theory, dialogue with professional translators, writers, and academics within the field, and practice their own translations. Classroom exercises may focus on direct translations, interpretations, and mis/translations of texts. Knowledge of a secondary language is welcome, but not necessary. 3 credits. *Student must be matriculated in the English MFA program in order to register for this course.*

*Credits: 3*

*On Occasion*

#### **WRI 532 Translation Theory and Methodology**

The course will provide an overview of global translation theories and methodologies from classical times to the present with an eye toward their incorporation into practice. Translation history presenting a diversity of perspectives will supply the underpinnings of “acceptable” strategies that, over centuries, have come to inform contemporary praxis. 3 credits. *Student must be matriculated in the English MFA program in order to register for this course.*

*Credits: 3*

*On Occasion*

#### **WRI 533 Independent Study in Literary Translation**

The course will focus on the specific issues and techniques related to the translation of prose, poetic, and dramatic texts. Intense practice in the translation of these genres (and their hybrid forms) will emphasize the production of literary texts in accordance with target-language and -culture norms. The course may be tailored to meet student interests and/or needs. 1-3 credits. *Student must be matriculated in the English MFA program in order to register for this course.*

*Credits: 1 to 3*

*On Occasion*

#### **WRI 535 Literary Forms from World Literature**

In contemporary American creative writing, theatre, and screenwriting classes, the literary structures and forms most centered are derived from the Western literary canon. However, in Literary Forms from World Literature, students will study and learn

about literary forms, structures, aesthetic theories, intellectual traditions, and storytelling techniques from a variety of world literatures and ethnic American literatures. Thus, through this class, students will diversify and strengthen their craft knowledge and technique, and will gain access to storytelling structures, forms, and aesthetic traditions far beyond the Anglo-American canon. Credits 3. May be taken once. Rotating basis.

*Credits: 3*

*Rotating Basis*

#### **WRI 536 Overseas Writers Workshop**

The Overseas Writing Workshop will take place during the Winter term or in the Summer and will bring students to locales around the world to meet and learn from international writers and publishers. Students will immerse themselves beforehand in the literature of the locale to be visited.

*Credits: 1*

*On Occasion*

#### **WRI 700 Pedagogy for Creative Writers**

Students who are Teaching Assistants and/or teaching through the Literary Arts Practicum are recommended to take this course. This course prepares students to teach writing by examining theoretical and practical dimensions of the teaching of writing. The course may focus on teaching composition or creative writing at the college level. Topics include constructing course syllabi, integrating reading and writing assignments, running classroom workshops, promoting process writing, responding to student work, using multimodal instruction, considering the linguistic needs and abilities of a multicultural student population. Credits: 3. Repeatable. May be taken twice. Annually.

*Student must be matriculated in the English MFA program in order to register for this course.*

*Credits: 3*

*Annually*

#### **WRI 705 Internship and Independent Study**

If enough students are engaged with internships in a given semester, or have an interest in strategies for doing independent study while pursuing internships (10 students or more), we will offer an internship course. If not, students will work on their own with a faculty mentor. In the Internship and Independent Study course, students have the opportunity to explore internships in which they work directly with industry professionals, pursue work-study options within academia, and learn about teaching opportunities. For those students seeking to do a semester’s worth of independent research on their current manuscripts and writing projects, the Independent Study portion of this class will allow students to work closely with a faculty mentor, develop reading lists, and delve deeper into independent research that will help strengthen their writing and work. Credits: 1-3. Repeatable, up to a total of 6 credits.

*Credits: 1 to 6*

*On Demand*

#### **WRI 708 Thesis**

The thesis for the MFA will take the form of a portfolio of creative work with an additional critical component. Students work with two thesis advisers, a director and a reader. Length and word count to be determined by thesis director and student in consultation with Program director(s).

Prerequisites: At least 18 credits in graduate Polk Writing courses completed and permission of the thesis director and the Program Director(s).

Student must be matriculated in the MFA program in order to register for this course. 3 Credits. On Demand.

*Credits: 1.50*

*On Demand*

## SCHOOL OF BUSINESS AND INFORMATION SCIENCES

The School of Business and Information Sciences, aligned with the mission of the University, supports the idea of educational access for any and all those willing to apply themselves to the task. As a school, we strive for excellence in our engaged learning, our relevant scholarship and our impactful service in the name of student success. For many students of business, success in higher education is a tangible step toward success in the world of work. Toward that end, the school strives to maintain a curriculum responsive to the dynamic marketplace. Our graduate-level satellite programs at leading financial institutions are a testimony to our ability to deliver education to the world's most demanding and discerning customers. Outside the classroom, research has proven that those students active on campus tend to encounter greater career success. The School has responded accordingly with extracurricular activities that more closely resemble internships than clubs, thereby bolstering student resumes. Through a set of new initiatives launched in 2018, LIU students have the chance to manage a real-money portfolio of stock market investments as part of our Student Managed Fund. Internal Revenue Service Certification to professionally file tax returns is available through our Accounting Society and NABA chapters. Students can be responsible for the social media promotion of our School through the Marketing Society, and students interested in going on to law school interact with sitting judges not just in the classroom but in their chambers through our Pre-Law Society. At SBPAIS, we realize that getting involved leads to being hired and a successful career launch. All of these offerings are available to our graduate students.

The School of Business and Information Sciences offers the following undergraduate degrees: Bachelor of Business Administration (with concentrations in Accounting, Entrepreneurship, Finance, Human Resource Management, Management and Marketing), Bachelor of Science (B.S.) degrees in: Accounting, Finance, Entrepreneurship, Marketing, and Data Analytics.

Graduate degrees include the Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Management, Management Information Systems, and Marketing. The M.B.A. is delivered in a 3-credit traditional format which can be customized to suit the needs of corporate, hospital or government institutions that wish to provide employees with a dedicated cohort. In addition, the School of Business offers an accelerated shared credit program combining Pharm.D. and M.B.A. in conjunction with LIU Pharmacy. In

addition, the school offers a Master of Science program in Data Analytics and Strategic Business Intelligence.

### Mission Statement

The School of Business and Information Sciences at LIU Brooklyn is dedicated to advancing scholarship and preparing our diverse student population to meet the challenges of their future. Located in the heart of Brooklyn, New York, we have been both tightly connected to and reflective of our community for almost 100 years, embracing LIU's overarching mission of *access* and *excellence*.

Our mission is to provide a transformational educational experience for our students based on the following principles:

- Our programs are *relevant*. Our faculty maintains close ties to practice and is continually updating their skills to keep up with our students' needs. Our courses apply theory to practice and provide a wide variety of experiential learning opportunities.
- We teach our students to be *entrepreneurial*-they learn to create value in society through creativity and innovation.
- We believe in *ethical* professional practices and are committed to public and community service.
- We believe that all students have *value*. We foster close ties between faculty and students through small class sizes and faculty availability.

By following these principles, we produce graduates with:

- Marketable skills that lead to successful job placement and productive careers.
- Critical thinking and problem-solving abilities make them lifelong learners.
- A commitment to ethics and civic responsibility that makes them solid global citizens.

## DEPARTMENT OF BUSINESS AND ACCOUNTING

The world today is one of consistent and often rapid change, especially in light of evolving technologies. Regardless of whether a student is interested in a career in accounting, entrepreneurship, finance, management, or marketing, the recipe for a successful career in business, government, the not-for-profit sector, or being self-employed, is knowledge and skills. The Department of Business helps students gain the knowledge and develop the skills that will prepare them for managing in the global marketplace. These skills include communication, critical and analytic thinking, teamwork, as well as the specific technical skills and functional knowledge associated with each student's major. In addition, students are prepared to develop a sense of ethical

and social responsibility as well as an appreciation for and the ability to navigate in the context of global and ethnic diversity.

The Department of Business offers the MBA with concentrations in Accounting, Entrepreneurship, Finance, Human Resource Management, Management, and Marketing

### Master of Business Administration (M.B.A.)

The Master of Business Administration (M.B.A.) degree at LIU Brooklyn provides students with the knowledge needed to start a business or propel them to the next step in their current industry. Students learn cutting-edge business acumen from highly credentialed faculty from reputable universities, and experienced business professionals.

LIU Brooklyn's MBA offers several flexible options to support individual interests, career objectives and busy schedules. Students may pursue their education on a full or part-time basis with classes in the evening, on weekends and online. Through a shared-credit program, students in the professionalPharmacy doctoral program can earn their MBA in an accelerated fashion.

### M.B.A (3 credit format)

#### M.B.A.

[ *Program code: 39878 HEGIS code: 52.0201* ]

This program requires 36-63 credits. Upon evaluation of your official academic transcripts, your advisor will officially communicate the required number of credits needed to fulfill the M.B.A. degree requirement.

#### Required Courses

**General Business Core (Up to 27 Credits)**

**Courses may be waived subject to prior undergraduate or graduate academic coursework.**

GBA	510	Financial Accounting	3.00
GBA	511	Corporate Financial Management	3.00
GBA	512	Principles of Management and Leadership	3.00
GBA	513	Marketing Management	3.00
GBA	515	Managerial Communications	3.00
GBA	517	Fundamentals of Management Information Systems	3.00

**Required Business Basics Courses**

Courses may be waived subject to prior undergraduate or graduate academic coursework.

GBA	516	Business Statistics	3.00
GBA	520	Managerial Economics	3.00
GBA	521	Legal Aspects of Business Administration	3.00

**Advanced Business Core(24 credits)**

MBA	612	Marketing Strategy	3.00
MBA	621	Service and Operations Management	3.00
MBA	625	Management of Innovation and Technology	3.00
MBA	660	Managerial Accounting	3.00
MBA	662	Principles of Corporate Finance	3.00
MBA	664	Leading and Managing Teams	3.00
MBA	666	Data Analytics and Strategic Decision Making	3.00
MBA	668	Intro to Startups & Entrepreneurship	3.00

**Specialization Courses**

M.B.A. students must take three (3) advanced courses in the specialization of choice. Available specializations are: entrepreneurship, finance, international business, management information systems, management, HRM, marketing and accounting. See section below on Specializations for more information about requirements.

**Required Capstone**

MBA	800	Strategic Management Capstone	3.00
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**MBA Specializations**

**M.B.A. SPECIALIZATION REQUIREMENTS**

**Accounting (9 credits)**

The accounting concentration is designed to expand the knowledge of students preparing to work in the fields of financial management, controllerships, and cost analysis. Nine credits of advanced level (700 or above) accounting courses required--must be courses that are not being used to satisfy major core requirements.

**Entrepreneurship (9 credits)**

The entrepreneurship concentration engages students to develop entrepreneurial thinking through the process of value creation and innovation and prepares them to execute a comprehensive strategy for launching a new venture.

Required (3 credits)

ENT	701	Seminar in Entrepreneurship	3.00
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Required 6 credits from the following list:

FIN	727	Global Economic Environment of Business	3.00
MAN	707	Small Business & New Venture Management	3.00
MAN	708	Technology and Product Innovations	3.00
MAN	709	Government and the Management of Technology	3.00
MKT	709	New Product Development	3.00
MKT	704	Digital Marketing	3.00
MKT	736	Social Media Marketing	3.00

**Finance (9 credits)**

The finance concentration develops technical and managerial skills for global financial careers. Courses cover global financial instruments and markets while developing analytical and strategic decision-making abilities. The approach considers macroeconomics as well as financial aspects of individual business organizations. Nine (9) credits of advanced level (700 or above) finance courses required--must be courses that are not being used to satisfy major core requirements.

**Human Resource Management (9 credits from graduate HRM courses)**

The human resource management concentration helps students develop the skills to manage more efficient and effective organizational and human capital systems that can be a source of sustainable competitive advantage for an organization.

Required six (6) credits:

HRM	721	Industrial Relations	3.00
HRM	722	Human Resource Management	3.00

And one of the following (3 credits)

HRM	726	Legal and Regulatory Environment in Human Resource	3.00
HRM	797	Case Studies in Human Resource Management	3.00
HRM	798	Special Topics in Human Resource Management	3.00
HRM	799	Advanced Topics in Human Resource management	3.00

**International Business (9 credits)**

The international business concentration focuses on decision-making in an international context and prepares professionals for positions within multinational organizations. Business functions are related to the socio-cultural, political, legal and labor-forces that affect global corporations. The international business concentration evaluates, both theoretically and practically, the opportunities and risks of doing business in an increasingly complex and interdependent world.

Nine (9) credits of advanced level (700 or above) IBU courses required--must be courses that are not being used to satisfy major core requirements.

**Management (9 credits)**

The management concentration focuses on the interrelated functions of business enterprises--large and small--which determine their visibility in the service global marketplace of the 21st century. Strategic goal setting, organizational structures, management philosophies and cultures, ethics, production and service processes, problem analysis and decision-making techniques are explored within a range of internal and external environments.

Nine (9) credits of advanced (700 or above) management courses required--must be courses that are not being used to satisfy major or core requirements.

**Management Information Systems (9 credits)**

The management information systems concentration provides the necessary information for managing an organization, and explores how an effective management information system provides decision-oriented information to assist managers in planning, organizing and controlling the organization. The management information systems curriculum teaches information systems

concepts within organization functions, as well as management knowledge of technical information systems knowledge. The graduate can work within the environment of a modern organization and can interact with both organizational functions and computer technology.

Required (3 credits)

		Principles of Computer Science & Structured Programmi ng C	3.00
CS	601		

Required 6 credits from the following list:

		System Analysis and Design	3.00
CS	633		
		Computer Communic ations and Networking	3.00
CS	645		
		Database Manageme nt Systems	3.00
CS	649		

**Marketing (9 credits)**

The marketing concentration is designed for students who wish to pursue careers in brand management, B2B marketing, marketing research, technology marketing, new product development, or other leadership roles in sales management.

Courses focus on the multiple dimensions of the decision-making process in a marketing setting and the application of the analytical tools for economic behavior sciences and quantitative systems to problems and opportunities currently facing marketing executives.

Nine (9) credits of advanced level (700 or above)

Marketing (MKT) courses required--must be courses that are not being used to satisfy major or core requirements.

**Credit and GPA Requirements**

Minimum Total Credits: 36-48

Minimum Major GPA: 3.00

**PharmD Pharmacy / MBA  
Business Administration**

LIU Pharmacy in conjunction with the School of Business, Public Administration and Information Sciences, offers a shared credit PharmD/MBA. Students that successfully complete the program receive both degrees in the same 6-year time frame required for completing just the PharmD.

Graduates will be well-positioned to compete for promotion in traditional pharmacy settings and in addition, will broaden their career opportunities to include the fields of pharmacy practice, pharmacy administration and management, and health care administration, as well as various sectors of the pharmaceutical industry. Moreover, the MBA opens the door for future career changes to the

broad world of business beyond pharmacy. Please see the LIU Pharmacy bulletin for more information about this program and degree requirements.



## Accounting Courses

### ACC 501 Financial Accounting

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

*Credits: 3*

*Cross-Listings: ACC 501, GBA 510*

*Every Fall and Summer*

## Tax Courses

### TAX 774 Taxation of High Net Worth Individuals/Introduction to Personal Financial Planning

This course will focus on the tax planning, tax compliance issues faced by high net worth individuals and fundamentals of sound personal financial planning. Topics will include the U.S. taxation of portfolio income, passive income, sales of investments, retirement savings and the alternative minimum tax. Also covered will be the basics of investment, charitable and insurance planning, interest, dividends, and capital gains/losses. Additional topics explored include partnership rules and basis considerations related to investment income, at risk limitation, passive/loss limitation, real estate investment considerations, retirement savings, and REIT's.

*A pre requisite of TAX 760 is required*

*Credits: 3*

*On Demand*

## Finance Courses

### FIN 703 Corporate Financial Policy

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting; cost of financial and capital structure; sources of long-term funds; dividend policies; leasing; mergers, acquisitions and consolidations; and the applications of the capital pricing model, the arbitrage pricing model and the options theory to corporate financial decisions.

*Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.*

*Credits: 3*

*On Occasion*

### FIN 704 Financial Reports Analysis

A survey of the analytical tools and techniques used to evaluate the current financial position of the firm. Financial reports are analyzed for growth potential, solvency, earnings quality, investments,

and forecasting implications. Topics include business and financial trends, proper adjustments of financial data, cash flow forecasting, estimation of debt risk premiums, and identification of likely candidates for acquisition and high bankruptcy risk firms. Required of all Finance concentration students.

*Pre-requisites of GBA 511 and GBA 520 are required.*

*Credits: 3*

*On Occasion*

### FIN 705 Securities Analysis

An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk, including duration and convexity, are examined. An introduction to derivative securities and international investments is included.

*Pre-requisites of GBA 511, GBA 520, and FIN 704 are required.*

*Credits: 3*

*On Occasion*

### FIN 706 Advanced Securities Analysis and Speculative Markets

A study of advanced valuation techniques and individual security and capital markets forecasting techniques and models. Alternative models are analyzed and compared. In addition, the course focuses on speculative markets. Price determination of futures, forward contracts and options are considered. Topics include market structure; uses and price effects of hedging, speculation and arbitrage; the relationship between contingent claims and underlying cash markets; and foreign securities.

*The pre-requisite of FIN 705 is required.*

*Credits: 3*

*On Occasion*

### FIN 707 Portfolio Management

This course will cover meeting investment objectives, individual and institutional portfolios, and asset allocation and management strategies for mixed portfolios. Alternative techniques for risk management, derivative securities and portfolio management are analyzed. The course makes heavy use of computer programs for portfolio management and analysis. Actual individual and institutional portfolios, managed by large and small institutions, are examined.

*Pre-requisites of GBA 511 and GBA 520 are required.*

*Credits: 3*

*On Occasion*

### FIN 712 Capital Budgeting

An exploration of the theory of capital budgeting and risk management of long-term funds. Topics include measurement of cash flows, criteria of

investment desirability, effects of taxes and inflation, risk analysis, cost of capital and capital structure, lease analysis, capital rationing, multicriteria capital budgeting, and linear programming.

*The pre-requisites of GBA 516 and ACC 501/GBA 510 or equivalent are required.*

*Credits: 3*

*On Occasion*

### FIN 716 International Financial Markets

An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.

*Pre-requisites of GBA 511 and GBA 520 are required.*

*Credits: 3*

*Cross-Listings: FIN 716, IBU 702*

*On Occasion*

### FIN 726 International Corporate Finance

An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.

*The pre-requisite of FIN 716 is required.*

*Credits: 3*

*Cross-Listings: FIN 726, IBU 708*

*On Occasion*

### FIN 742 Financial Statement Analysis

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)

*The pre-requisite of ACC 501 or GBA 510 or equivalent is required.*

*Credits: 3*

*Cross-Listings: ACC 742, FIN 742, PM 727*

*On Occasion*

### FIN 750 Financial Problems Seminar

An analysis of selected current foreign and domestic financial and economic developments. Emphasis is on integrating acquired financial

knowledge with the problems under study.

*Pre-requisite of GBA 511, GBA 520 and FIN 710 are required.*

*Credits: 3*

*On Occasion*

### **FIN 756 Fraud and White Collar Crimes**

This course highlights the role of the forensic accountant both as an investigator and in litigation support for various forms of white collar crimes, including bankruptcy fraud, procurement fraud, divorce fraud, mortgage fraud, and money laundering by examining the legal elements of the crime. This course will also address the federal tax crimes statutes enumerated in the Internal Revenue Code and their impact on tax practitioners both in their capacity as expert witness and as the target of a criminal investigation. This course will be supplemented by case studies and video resources. Three credits, 45 CPE hours.

*The pre-requisite of ACC 501 is required.*

*Credits: 3*

*Cross-Listings: ACC 756, FIN 756*

*On Occasion*

### **GBA 510 Financial Accounting**

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

*Credits: 3*

*Cross-Listings: ACC 501, GBA 510*

*Every Fall and Summer*

### **GBA 511 Corporate Financial Management**

A study of the methods by which firms and individuals in a risky global environment evaluate stocks, bonds and investment projects, combine those elements in optimal portfolios, and determine the best level of debt versus equity. The basic tools are risk versus return and the evaluation of future cash flows.

*Pre-requisite of GBA 510 is required.*

*Credits: 3*

*Every Spring and Summer*

### **GBA 512 Principles of Management and Leadership**

An analysis of current management theory and practice that includes a discussion of its historical foundations and an investigation of various approaches to the management discipline. Primary emphasis is on the administrative functions of planning, decision making, organizing, staffing and controlling.

*Credits: 3*

*Every Spring*

### **GBA 513 Marketing Management**

A survey analysis of the operations of marketing systems. The course emphasizes strategic planning, coordination and adaptation of marketing operations to opportunities in profit and nonprofit organizations. Focus is placed on the principal decision-making components of national and international marketing, including product.

*Credits: 3*

*Every Fall*

### **GBA 515 Managerial Communications**

An investigation into improving the way people within organizations communicate. The course includes the interpretation and application of organizational communication theory for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communications climates, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business reports, and advertising managerial communications.

*Credits: 3*

*Every Summer*

### **GBA 516 Business Statistics**

An examination of the fundamental principles, concepts and techniques involved in application of probability and statistics to business research and managerial decisions. The range of applications covers such various functional areas such as finance, marketing, accounting, management, economics and production. Topics include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, and statistical inference (estimation and hypothesis testing).

*Credits: 3*

*Every Fall and Summer*

### **GBA 517 Fundamentals of Management Information Systems**

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

*Credits: 3*

*Cross-Listings: GBA 517, PM 703*

*Every Summer*

### **GBA 520 Managerial Economics**

Key micro and macro economic concepts and issues are used to equip students to analyze economic problems and appreciate the events. The course develops key microeconomic concepts, such as the construction of supply and demand curves, elasticity and develops key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.

*Credits: 3*

*Every Fall and Summer*

### **GBA 521 Legal Aspects of Business Administration**

A study of law and the legal system, applying the case study methods of learning, through which legal reasoning and analytical skills are developed. Examples of topics covered are intentional torts, negligence, contracts and the Uniform Commercial Code, the law of sales and intellectual property. Other major areas of study include state and federal corporate law; state and federal regulation of business, and the regulation of corporate securities; legal aspects of ethical and social responsibility of business.

*Credits: 3*

*Every Fall*

### **HRM 721 Industrial Relations**

A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined. *MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

*MS in HRM: Co-requisite of HRM 722/MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 721, MAN 721*

*Every Fall*

### **HRM 722 Human Resource Management**

A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm.

*Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

*Cross-Listings: HRM 722, MAN 722*

*Every Fall and Spring*

### **HRM 724 Organizational Development**

An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the

history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.

*Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

*Cross-Listings: HRM 724, MAN 724, PM 711*

*On Occasion*

### **HRM 725 Work, People and Productivity**

An analysis of the problems of the occupational environment in small and large enterprises.

Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

*Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

*Cross-Listings: HRM 725, MAN 725, PM 712*

*On Occasion*

### **HRM 726 Legal and Regulatory Environment in Human Resource Management**

An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed.

*MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

*MS in HRM: Co-requisite of HRM 722/MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 726, MAN 726*

*Every Fall*

### **HRM 730 Staffing and Talent Management**

Examination of the process of strategic recruitment, selection, and development of top talent in organizations; understanding and planning for talent needs; use of current recruitment methods and selection techniques of both internal and external talent pools; and the development of internal talent for retention and promotion. Legal context of employment decision-making is emphasized.

*MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

*MS in HRM: Co-requisite of HRM 722/MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 730, MAN 730*

*Every Spring*

### **HRM 731 HR Analytics and Performance Metrics**

Introduces the student to the theory, concepts, and business applications of human resources research, data, metrics, systems, analyses, and reporting. The student will develop an understanding of the role

and importance of HR analytics, and the ability to track, store, retrieve, analyze and interpret HR data to support decision-making. The student will use applicable benchmarks/metrics to conduct research and statistical analyses related to human resource management, and will prepare reports to present findings and recommendations.

*MBA: Pre-requisite of GBA 516 and either GBA 512 or MBA 613 are required.*

*MS in HRM: Pre-requisite of GBA 516 and co-requisite of HRM 722/MAN 722 are required.*

*Credits: 3*

*Cross-Listings: HRM 731, MAN 731*

*On Occasion*

### **HRM 750 Management Seminar**

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.

*Pre-requisites: MBA 613 and permission of dean.*

*Credits: 3*

*Cross-Listings: HRM 750, MAN 750*

*Every Fall and Spring*

### **HRM 790 Compensation and Benefits**

This course focuses on employee compensation and employee benefits. Topics considered in this course include strategic compensation policy, compensation management and administration, pay-for-performance, as well as how compensation is determined for both hourly and salaried employees. Benefit topics include both legally required and employer discretionary benefits, as well as how firms develop and administer employee benefit plans. Laws governing both compensation and benefits will also be covered.

*MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

*MS in HRM: Co-requisite of HRM 722/MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 790, MAN 790*

*On Occasion*

### **HRM 791 Employee Training and Development**

Training refers to a planned effort by an organization to facilitate employee's learning of job related skills and behaviors. The purpose of this course is to provide the student with the knowledge and skills that are required to design, develop, and deliver quality employee training. Within the context of training, approaches to employee development will also be discussed.

*MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

*MS in HRM: Co-requisite of HRM 722/MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 791, MAN 791*

*On Occasion*

### **HRM 792 Diversity in the Workplace**

This course employs a seminar format and examines the complex and encompassing ways in which people differ, including examining the primary dimensions (age culture/ethnicity/race, language, gender, physical abilities and sexual orientation) and secondary dimensions (education, geographical location, income, marital status, parental status, religion and work experience) that formulates in many instances the view of cultural diversity.

*The pre-requisite of HRM 722 or MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 792, MAN 792*

*On Occasion*

### **HRM 794 Human Resource Information Systems**

Provides a basic overview of various automated information systems that are available to support today's human resource professionals such as RESUMIX, Peoplesoft, Modern Systems and other automated processes. The course also explores methods to increase recruiting, simplify interviews, and permit easier employee or prospect access to an organization's human resource offices. Issues related to system security and individual privacy will be discussed, as will the legal implications to users and organizations.

*The pre-requisite of HRM 722 or MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 794, MAN 794*

*On Occasion*

### **HRM 797 Case Studies in Human Resource Management**

This is an application-oriented course designed to provide students with the opportunity to apply HR theory to the practical everyday challenges faced by HR generalists. Relevant course topics addressed during the semester include strategic management; workforce planning, recruitment, and selection; compensation and benefits; labor relations; workplace safety and security. Emphasis is placed on developing and evaluating alternative solution strategies.

*The pre-requisite of HRM 722 or MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 797, MAN 797*

*On Occasion*

### **HRM 798 Special Topics in Human Resource Management**

An examination of selected themes current developments, emerging issues, and areas of professional specialization in the field of Human Resource Management. Topics vary.

*The pre-requisite of HRM 722 or MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 798, MAN 798*  
Every Summer

### **HRM 799 Advanced Topics in Human Resource Management**

An in-depth study of selected themes, current developments, emerging issues, and areas of professional specialization in the field of Human Resource Management. Topics vary.

*The pre-requisite of HRM 722 or MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 799, MAN 799*  
Every Summer

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## **International Business Courses**

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### **IBU 701 International Business**

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.

*Pre-requisites of GBA 511 and GBA 512 are required.*

*Credits: 3*

*Cross-Listings: IBU 701, MAN 780*  
On Occasion

### **IBU 702 International Financial Markets**

An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.

*Pre-requisites of GBA 511 and GBA 520 are required.*

*Credits: 3*

*Cross-Listings: FIN 716, IBU 702*  
On Occasion

### **IBU 704 Management of International Business**

A focus on the management of direct international investment, commonly known as multinational corporation, that examines the nature, growth and new directions of direct investment and how those elements are related to changing economic, social and monetary conditions. The course highlights the interplay of business and government in international management.

*The pre-requisites of GBA 512 or MBA 613 are required.*

*Credits: 3*

On Occasion

### **IBU 705 International Marketing**

The study and analysis of the special problems of marketing in the international marketplace.

Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.

*Pre-requisite of GBA 513 and MBA 612 are required.*

*Credits: 3*

*Cross-Listings: IBU 705, MKT 717*  
On Occasion

### **IBU 707 Multinational Business in Developing Nations**

An analysis 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 relevant to operating in developing nations.

*Pre-requisites of GBA 512 and IBU 701 are required.*

### **IBU 708 International Corporate Finance**

An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.

*The pre-requisite of FIN 716 is required.*

*Credits: 3*

*Cross-Listings: FIN 726, IBU 708*  
On Occasion

### **IBU 770 International Accounting**

Insight into the international accounting environment from the viewpoint of the U.S.-based multinational organization. (45 CPE credits)

*Pre-requisite of GBA 512, MBA 611 and ACC 501 are required.*

*Credits: 3*

*Cross-Listings: ACC 770, IBU 770*  
On Occasion

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## **Management Courses**

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### **MAN 703 Project Analysis and Program Management**

A survey of managerial criteria for effective project planning and management. Topics include establishing objectives, cost benefit analysis, planning methods, organizational concepts, causes of conflict, conflict resolution and options in allocation of resources.

*Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

On Occasion

### **MAN 704 Managerial Planning and Control Systems**

A study of the formulation of integrated long-range and strategic plans relating to organizational objectives, expense centers, performance centers and investment centers. Also studied are methods of measuring performance and handling information.

*Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

On Occasion

### **MAN 707 Small Business and New Venture Management**

An examination of the role of a small business in a dynamic, free enterprise economy, designed to stimulate a creative approach (by entrepreneurs) to the problems of a small firm. The course emphasizes establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions.

*Pre-requisite of GBA 511, GBA 512 and MBA 613 are required.*

*Credits: 3*

On Occasion

### **MAN 709 Government and the Management of Technology**

An examination of the changing role of government in shaping and directing the management of technology in the civilian sector of the economy. Principal themes include the rationales, processes and mechanisms of government involvement; promotion and regulation of technological development and use by government; industrial policy in the United States and other countries; and the impact of government on product innovation and on the national economy.

*The pre-requisite of GBA 517 or PM 703 is required.*

*Credits: 3*

On Occasion

### **MAN 721 Industrial Relations**

A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined.

*MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

*MS in HRM: Co-requisite of HRM 722/MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 721, MAN 721*  
Every Fall

### **MAN 722 Human Resource Management**

A review of the major areas of personnel

administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm.

*Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

*Cross-Listings: HRM 722, MAN 722*

*Every Fall and Spring*

#### **MAN 724 Organizational Development**

An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.

*Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

*Cross-Listings: HRM 724, MAN 724, PM 711*

*On Occasion*

#### **MAN 725 Work, People and Productivity**

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

*Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

*Cross-Listings: HRM 725, MAN 725, PM 712*

*On Occasion*

#### **MAN 726 Legal and Regulatory Environment in Human Resource Management**

An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed.

*MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

*MS in HRM: Co-requisite of HRM 722/MAN 722 is required.*

*Credits: 3*

*Cross-Listings: HRM 726, MAN 726*

*Every Fall*

#### **MAN 750 Management Seminar**

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and

individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.

*Pre-requisites: MBA 613 and permission of dean.*

*Credits: 3*

*Cross-Listings: HRM 750, MAN 750*

*Every Fall and Spring*

#### **MAN 760 Management Consulting**

Intended to develop a student's management consulting skills by examining the best practices for internal and external consultants to introduce change. It teaches key aspects of the consulting process including problem assessment and diagnosis, contracting, data collection, analysis, implementation, resistance to change, evaluation, and ethics.

*Pre-requisite: GBA 512*

*Credits: 3*

*On Occasion*

#### **MAN 780 International Business**

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.

*Pre-requisites of GBA 511 and GBA 512 are required.*

*Credits: 3*

*Cross-Listings: IBU 701, MAN 780*

*On Occasion*

#### **MBA 612 Marketing Strategy**

An analysis of the processes that shape marketing policy to maintain profitable operations. Emphasis is on the use of planning theory, game theory and input-output analysis in devising market plans and decision-making. Application of such techniques is illustrated by cases and actual marketing problems of companies.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*Every Fall*

#### **MBA 620 Behavioral Finance**

Behavioral finance offers a new perspective on modern investing. Phenomena such as stock momentum or the tendencies of investors to hold on to losing stocks too long are inconsistent with the notions of traditional finance market efficiency, yet they are perfectly consistent with the psychology of how humans process information. Students will gain proficiency in concepts of psychology and economics and how these relate to the financial markets and apply behavioral finance ideas in the analysis of real market trading phenomena.

*Prerequisite of GBA 510, 511, 512, 513, 515, 516, and 517 are required.*

*Credits: 3*

*On Occasion*

#### **MBA 621 Service and Operations Management**

This course will focus on the various aspects involved in the management of service operations within the "pure" service sector (e.g., banking, transportation, travel and tourism) and within the service functions of manufacturing (e.g., after-sales support, financing). In addition to providing an overview of the role of services in the economy and within the functioning of various enterprises, this course will explore some of the following topics: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management redesign of service delivery processes, management of technology, and managing human resources. The course explores the dimensions of successful service firms and helps students discover entrepreneurial opportunities.

*Prerequisite of GBA 510, 511, 512, 513, 515, 516, and 517 are required.*

*Credits: 3*

*Every Fall*

#### **MBA 626 Risk Management**

This course deals with the theoretical and practical approaches to effective financial management. Planning, analyzing, and controlling investment and short- and long-term financing are examined in the context of business decision-making. Emphasis is placed on the application of risk in today's business environment. Topics include capital budgeting; risk and diversification; asset liability management; financial derivatives and financial engineering; and swaps, options, and futures.

*Prerequisite of GBA 510, 511, 512, 513, 515, 516, 517 and MBA 620 are required.*

*Credits: 3*

*On Occasion*

#### **MBA 630 Marketing Strategy**

A focus on marketing planning processes, concepts, methods, and strategies at the product and corporate level and with a global orientation. The course emphasizes the relationship between marketing and other business functions and draws on perspectives from industrial economics, corporate finance, and strategic management. Marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods, and insights they have acquired in previous marketing and other business courses to the design and implementation of marketing strategies.

*Pre-requisite of GBA 513 is required.*

*Credits: 1.50*

*Every Fall*

#### **MBA 631 Organizational Leadership**

An exploration of transformational leadership as embodied in earlier theoretical classics in the field. Includes discussions on great man theory, trait theory, autocratic/democratic leadership, contingency theories, and situational leadership.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Cross-Listings: MBA 631, MBA 631*

*Every Fall*

#### **MBA 632 Ethics in a Global Society**

An exploration of the environment in which business is conducted with emphasis on legal, social, and political dimensions. The demands for ethical responsibility in business are also explored and evaluated.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Every Spring*

#### **MBA 633 Corporate Financial Policy**

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting, cost of capital, financial and capital structure, sources of long-term funds, dividend policies, and mergers, acquisitions, and consolidations.

*Pre-requisite of GBA 511 is required.*

*Credits: 1.50*

*Every Fall*

#### **MBA 634 Service/Operations Management**

This course explores successful service firms and helps students discover entrepreneurial opportunities. Various aspects involved in the management of service operations within the "pure" service sector and within the service functions of manufacturing will be covered. In addition to providing an overview of the role of services in the economy and within various enterprises, this course will explore some of the following topics: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management, service delivery processes, technology management, and human resources management.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Every Fall and Spring*

#### **MBA 635 Entrepreneurship**

This course provides an introduction to the process of planning and starting a new business venture as well as an overview of entrepreneurial thinking. Through lecture, online discussion, and group projects, students will explore entrepreneurial concepts including industry analysis, market analysis, lean start-up methodology, feasibility analysis, and value propositions.

*Pre-requisites of MBA 512 and 513 are required.*

*Credits: 1.50*

*Every Spring*

#### **MBA 640 Making Effective Presentations**

This class is designed to provide training and experience in delivering effective oral presentations in various academic settings. It is intended for students who have little or no experience giving formal presentations. In addition to focusing on content, structure, and delivery of oral

presentations, we will highlight certain aspects of public speaking, including pronunciation, volume, intonation, and gestures to help improve overall presentation skills.

*Credits: 1*

*Every Fall and Spring*

#### **MBA 641 Managerial Communication**

An investigation into the way people within the organization communicate. The course includes the interpretation and application of organization communication for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communication climate, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business reports, and advertising managerial communications.

*Credits: 1*

*Every Fall and Spring*

#### **MBA 642 Building your Online Brand**

This course provides students with an introduction to creating and managing their personal online brand. Through lecture, online discussion, and real world assignments, students will learn to use the web and social media to enhance their professional careers.

*Credits: 1*

*Every Summer*

#### **MBA 643 Working in Teams and Project Management**

This course explores complex issues that confront managers working in group settings involving project formulation, implementation, and control. Case studies are used to explore problems, solutions, and best practices across numerous industry settings.

*Credits: 1*

*Every Spring*

#### **MBA 644 Career Planning**

This course explores core competencies required by the 21st century workplace and students' own plan for career/industry advancement. Competency in key aspects of career development will be demonstrated: creation of a skill-based resume and targeted cover letter, effective use of social media for career exploration and self-marketing, and knowledge of networking and job search strategies.

*Credits: 1*

*Every Spring*

#### **MBA 650 Business Intelligence**

This course is designed to impart the concepts and the practical aspects of a collection of computer technologies that support managerial decision-making. These technologies, called business analytics and business intelligence, have had a profound impact on corporate strategy, performance management, and competitiveness.

Topics covered include: business intelligence, analytics and decision support, data warehousing, business reporting, visual analytics, big data analytics, business analytics, and emerging trends and future directions.

*Pre-requisite of GBA 512 is required.*

*Credits: 1*

*Every Summer*

#### **MBA 651 Marketing Analytics**

Marketing analytics includes the processes and methodologies used by marketers to evaluate their marketing efforts, assess their effects in the short and long run, and investigate how to improve them. Marketing analytics then offers a dashboard that allows marketers to make the right managerial decisions in order to increase their performance, which is measured through various business metrics.

*A pre requisite of MBA 630 is required.*

*Credits: 1.50*

*Every Fall and Summer*

#### **MBA 652 Transformational Leadership**

An exploration of transformational leadership as embodied in later theoretical classics in the field. Includes discussions about reframing leadership, emotional intelligence, charismatic leadership, empowering others, principle-centered leadership, and servant leadership.

*Pre-requisite of MBA 631 is required.*

*Credits: 1.50*

*Every Fall and Summer*

#### **MBA 653 Investment Analysis**

An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk are examined. An introduction to derivative securities is included.

*Pre-Requisite of MBA 633 is required.*

*Credits: 1.50*

*Every Fall*

#### **MBA 654 Decision Making**

This course introduces a practical, applied, and analytical approach to managerial decision-making. Analytic thinking, systems thinking, and creative thinking will be employed in the context of a business simulation. Topics include decision-making models; dealing with the certain, the uncertain, and the unknowable; forecasting; managing risk; sensitivity analysis; probabilistic decision models; survey design; and regression analysis.

*Pre-requisite of MBA 634 is required.*

*Credits: 1.50*

*Every Fall*

#### **MBA 660 Managerial Accounting**

The application of accounting principles to help plan for, control operations, and assess

performance. The course will focus on the use of accounting data to inform management decisions. Topics covered will include types of costing and budgeting, cost-volume-product analysis, and designing control systems. Quantitative methods that can be applied to managerial accounting will be studied and Excel will be used.

*Pre-requisite of GBA 510 is required.*

*Credits: 3*

*Every Spring*

#### **MBA 662 Principles of Corporate Finance**

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting; cost of financial and capital structure; sources of long-term funds; dividend policies; and mergers, acquisitions, and consolidations.

*Pre-requisite of GBA 511 is required.*

*Credits: 3*

*Every Fall*

#### **MBA 664 Leading and Managing Teams**

A hands-on course about how to build and manage teams that can succeed in today's increasingly complex workplace. Topics to be addressed include developing an effective communication style; building trust and resolving conflict; establishing roles and structures; setting performance metrics and fostering a climate of accountability; managing differences; aligning individual and team goals; coaching; securing resources; and managing expectations of senior executives.

*Pre-requisite of GBA 512 is required.*

*Credits: 3*

*Every Fall*

#### **MBA 666 Data Analytics and Strategic Decision Making**

Decision-makers rely on intelligent technology to analyze data systematically in order to improve decision-making. The ability to understand, analyze and interpret businesses from Big Data has become increasingly more important today. This course is designed to impart the concepts and the practical aspects of data analytics that support strategic decision-making. Students will understand data analytics and its role in business, and become familiar with various data analytics techniques and tools. Topics covered will include, but not be limited to, analytics and decision support, data management, data mining, visualization, descriptive analytics, predictive analytics, and Big Data analytics.

*Pre requisites: GBA 516 and 517*

*Credits: 3*

*Every Spring*

#### **MBA 668 Intro to Startups & Entrepreneurship**

This course provides an introduction to the process of planning and starting a new business venture as well as an overview of entrepreneurial thinking. Through lecture, online discussion, and group projects, students will explore entrepreneurial concepts including industry analysis, market

analysis, lean start-up methodology, feasibility analysis, and value propositions.

*Pre requisite(s): GBA 512*

*Credits: 3*

*Every Spring*

#### **MBA 800 Strategic Management Capstone**

An examination of the fields of policy making and administration that builds upon and integrates the work covered in the graduate curriculum. As an integrating experience, students are expected to bring their overall business knowledge to bear on the intricacies of managerial decision-making.

Through text, case analysis, and a computer-based simulation, students have an opportunity to test their skill in the use of financial, marketing, and management variables in a competitive situation. Selected guest lecturers and the assignment of a major written project round out the learning experience.

*Pre requisites: MBA 612, MBA 621, MBA 625, MBA 660, MBA 662, MBA 664, MBA 666, and MBA 668.*

*Credits: 3*

*Every Fall and Spring*

#### **MBA 802 Strategic Management Capstone**

This course, designated for MBA for PharmD students taken in their final semester, draws on and synthesizes all of the functional area in the MBA curriculum. Students will apply the skills and knowledge they have gained in previous courses in the form of a final project focused on addressing complex strategic issues associated with an organization or business unit, identifying solutions, and making recommendations. Students will develop, present, and defend their work.

*Pre requisites:*

*MBA 612, 613, 620, 621, 625 and 626;*

*Any four 700 level MBA courses*

*Credits: 5*

*On Demand*

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## Marketing Course

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#### **MKT 701 Marketing Communication and Advertising**

A study of the role of mass and personal communication and sales promotion in marketing management and the social and economic implications of these. Research findings in communication theory and the behavioral sciences and comprehensive models of buyer behavior are particularly stressed. The course surveys the planning, implementation, and measurement of effectiveness of marketing communication activities. Students are required to develop integrated promotional campaigns based on actual marketing information.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

#### **MKT 702 Marketing Research**

An examination of information requirements for marketing decisions. Particular emphasis is placed on the development of cost and benefit analytical tools for evaluating various marketing information systems designs. Other topics include the design of surveys and experiments, questionnaire construction, decision models, data analysis techniques, and data interpretation.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

#### **MKT 703 Sales Management and Forecasting**

A focus on the management of selling activities and the outside sales force as critical elements of marketing operations. Includes discussion of the administrative activities of sales force managers from the district manager up to the top-level sales force executive in the firm. Organization of the sales department, operating the sales force, planning sales force activities, and analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potential, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases are used to stress practical applications.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

#### **MKT 704 Digital Marketing**

The Internet is experiencing an increasing popularity as an efficient tool to link the individual or organization to the targeted audience. Its efficiency however is dependent on a successful management of e-marketing tools. The objective of this course is to give students an overview of digital media tools, web metrics, online branding and credibility, online innovation and e-commerce. The course focuses mainly on how to manage effectively a website to turn a business into a success.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

#### **MKT 706 Product Planning and Marketing**

This course uses the case study method to develop skills of analysis and decision-making as they relate to product planning, management, and portfolio analysis. The effects of product design, pricing, promotion, advertising, research, distribution channels, sales efforts, and legislation are examined in an effort to understand their interrelationships as they affect both volume and profit. The product management organizational structure is also examined. Outside lecturers from industry visit, as available.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

#### **MKT 707 Marketing Distribution Systems**

An analysis of the competitive struggle for channel command and the utilization of economic and analytical tools and behavioral models. The growth

of, and innovation in, vertical systems are 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. Cases are used to stress practical applications.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

**MKT 709 New Product Development**

A study of the management of the product mix. The course presents an analytical approach to new product decisions. Topics include product policy considerations; research and development; economic analysis; and the factors leading to the decision to commercialize, test market, or discontinue a product.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

**MKT 717 International Marketing**

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.

*Pre-requisite of GBA 513 and MBA 612 are required.*

*Credits: 3*

*Cross-Listings: IBU 705, MKT 717*

*On Occasion*

**DEPARTMENT OF  
ENTREPRENEURSHIP AND  
INNOVATION**

**M.S in Data Analytics and  
Strategic Business Intelligence**

This 30-credit, specialized DA program offers a curriculum with a blend of data science, IT, and business courses to prepare students for the demand in industries for data-literate managers and business analysts with solid business knowledge and analytical skills. The curriculum provides students with fundamental data-driven analytical methods and skills to interpret and present digital data and produce practical and meaningful insights of customers, products, services, and marketplaces, which can lead to better, more informed business decisions, innovative business models and sustainable competitive advantages. Towards the end of the program, students will have the opportunity to apply classroom knowledge in real-life data analytics problems through the required course of Global Capstone Action Learning Internship. Upon completing the program students should

develop applied knowledge and interdisciplinary understandings of data asset, data collection, data management, data communication, data storage, data visualization, data mining, machine learning, data security, information privacy, and business intelligence in the industries such as consulting, accounting, finance, marketing, IT, supply chain and logistics, gaming, sports, fashion, or health care.

The program is designed for recent graduates or working professionals in their early or mid-career phases. The ideal student should have basic quantitative and IT knowledge and skills through prior coursework or working experience, and be highly motivated to learn how to deal with data as a strategic asset and apply IT and analytic methods to make data-driven business decisions.

The program takes place on the LIU Brooklyn campus or online with classes held during the evenings and weekends. Students may start the program in the third session of the summer semester (early August) by taking the first foundational course of business statistics, then take the majority of the coursework in the fall and spring semesters, and complete the required analytics capstone internship in the following summer before graduation. Students who have previously earned a grade of B or above in statistics courses at the graduate level may apply for a waiver of the foundational statistics course offered in the first summer but should take an additional three-credit elective course any time before graduation to fulfill the minimum 30-credit requirement.

The program offers both full-time and part-time options. Full-time students can complete the program in as fast as one year. Part-time students may spread their studies over a longer timeframe, and complete the program in up to two years. International students must maintain their full-time student status in each semester.

The program is a STEM Designated Degree Program, which allows international students eligible to apply for a 24-month STEM OPT extension after their initial post-completion OPT. Admissions Requirements

**For Admissions requirements, please refer to the Admissions section of this Bulletin.**

**Degree Requirements**

**M.S. in Data Analytics and Strategic Business Intelligence**

**Program Requirements**

**Required Graduate Core Courses**

DA	525	Business Statistics	3.00
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DA	530	Introduction to Data Science with R and Python	3.00
DA	610	Database Management and Data Mining	3.00
DA	620	Data-driven Decision-making and Business Intelligence	3.00
DA	710	Big Data Analytics and Machine Learning	3.00
DA	720	Applied Data Analytics in Business	3.00
DA	730	Data Privacy and Regulatory Compliance	3.00
DA	821	Global Capstone Action Learning Internship	3.00

**Elective Graduate Courses**

**Students must complete two DA electives (6 credits total). Note: With Program Director's approval, students may opt to select electives from the list of any Artificial Intelligence, Computer Science, or other Data Analytics courses.**

**Credit and GPA Requirements**

**Minimum Total Credits: 30 Credits**

**Minimum GPA: 3.0**



## Data Analytic Course

### DA 525 Business Statistics

This 3-credit course introduces fundamental statistical concepts and techniques used in business decision-making. Problems from the functional business areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decision-making.

*Co requisite: DA 610*

*Credits: 3*

*Every Fall and Summer*

### DA 530 Introduction to Data Science with R and Python

This 3-credit core required course provides a comprehensive introduction to the principles of data science that underlie the data mining algorithms, data-driving decision-making processes, and data-analytic thinking. Topics include learning commands, arithmetic operators, logical operators, and functions in the analytical languages, writing scripts, performing descriptive analytics, creating analytical graphs, and working and manipulating data sets using R or Python. The co-/pre-requisite of taking this course is a graduate-level business statistics course.

*Credits: 3*

*Every Fall*

### DA 610 Database Management and Data Mining

This 3-credit core required course provides a comprehensive introduction to the principles and tools for managing and mining data, covering database management, data retrieval, data preprocessing, data analysis and mining. The students will learn web development, enterprise database management, data visualization, and representative data mining algorithms. By the end of the course, the students will have mastered the essential skills and tools to approach problems data-analytically and mine data to discover knowledge and pattern

*A co requisite of DA 530 is required.*

*Credits: 3*

*Every Fall*

### DA 620 Data-Driven Decision-Making and Business Intelligence

This 3-credit core required course introduces management concepts of data asset in a business context and examines how data analysis technologies can be used to improve decision-making and inform those at the senior management level. Students will understand how increasingly standardized data, access to third-party data sets, cheap, fast computing, and easier-to-use software are collectively enabling a new age of data-driven, fact-based decision making. Students will also learn why transactional database can't always be queried and what needs to be done to facilitate effective data use for analytics and business intelligence.

Business intelligence tools will also be introduced and cases will be discussed on how business organizations achieve competitive advantages through the valuable, unique, imitation-resistant, and non-substitutable data asset. The emphasis of the course is on application and interpretation of data analytics results for making real-life decisions in terms of business policy and competitive strategy. Topics also include value chain model, strategic positioning, competitive forces model, disruptive innovation, sharing economy, and network-based platform economy.

*Credits: 3*

*Every Fall*

### DA 621 Introduction to Fintech

This course aims to provide basic knowledge and skills in Fintech via a comprehensive introduction. Students should be able to conduct Fintech problem-solving professionally and present their results to peers after taking this class. The major topics to be covered include classic models in Fintech, financial data acquisition, mining, and visualization; Machine learning in finance, credit risk analytics, high-frequency trading (HFT) analytics, and applications of blockchain in finance. It is recommended that students have a python or R programming background for this class.

*Pre or Co requisite: MDA 630 and MDA 610*

*Credits: 3*

*Every Spring*

### DA 625 Time Series Modeling and Forecasting

Time Series Forecasting is used by public and private companies that take decisions in a data-driven way. Forecasting is an important technique for efficient planning. These techniques should be in the toolbox of an aspiring data scientist. In this course, a student will learn the theory and the implementation of time series forecasting models using a programming language. This course will not only equip the student with statistical forecasting theories, but also with the subset of machine learning techniques used in this field. This course brings forecasting theories to practice. After completing this course, students will be able to tackle planning and forecasting problems using time series modeling.

*Credits: 3*

*Alternate Semesters*

### DA 710 Big Data Analytics and Machine Learning

This 3-credit core required course introduces database query languages including traditional SQL and new NoSQL, batch data analysis, Hadoop Map Reduce technology, real-time data analysis, content analysis, clustering, sentiment analysis, text classification and mining, web crawling and analytics, social network analytics, mobile analytics, A/B testing, and massive data mining. The last part of the course introduces the concepts of machine learning, pattern recognition, graphical, visual and speech learning, and artificial intelligence. Topics include supervised learning, unsupervised learning,

deep learning, reinforcement learning, and neural networks.

*Pre requisites: DA 530 and DA 610*

*Credits: 3*

*Every Spring*

### DA 720 Applied Data Analytics in Business

This 3-credit core elective course is delivered in a seminar format in three sections for students to choose: Accounting and Finance Analytics, Business and Marketing Analytics, and AI and Analytical Technology. Industry practitioners in data science fields and faculty members in different departments across the College of Management will come to the classroom and give lectures and speeches on how to conduct data analytics in various business fields.

*Pre requisites: DA 530 and DA 610*

*Credits: 3*

*Every Spring*

### DA 730 Data Privacy and Regulatory Compliance

This 3-credit core required course surveys the domestic and international development of data security and privacy law and regulation in response to the growing sense of urgency around data breach and analytics ethics. The course also addresses the way in which law, legal and regulatory institutions, and private sectors govern and control the flow of data and information. Topics also include analytics ethics, oversight for algorithms, digital profiling, free speech, open government, search, cloud storage, cybersecurity, and data communications.

*A pre requisite of DA 620 is required*

*Credits: 3*

*Every Spring*

### DA 821 Global Capstone Action Learning Leadership

This is a career-oriented capstone course that provides students in the latter part of the program synthesizing, practical, in-depth field experience to work with any business organizations on a real-life data analytics project based upon a learning contract approved by both the program director and the mentor in the hosting or sponsor firm either in the United States or abroad. The student must secure a faculty member who is available and agrees to supervise his or her internship. Internship placement will give priority to locations outside the United States for domestic students. Each internship requires at least one month or 100 hours under supervision of a data analytics practitioner on site. At the end of the internship students will prepare a substantial Master's Capstone Project Report concerning their experience, and give presentation to the faculty of College of Management and invited executives and program sponsors. Students should have completed all required core courses and most electives before enrolling in the course.

*Pre requisites: DA 530, 610, and 620*

*Co requisites: DA 710, 720 and 730*

*Credits: 3*

Every Fall and Summer

**ROC NATION SCHOOL OF MUSIC, SPORTS & ENTERTAINMENT**

Established in 2021, the Roc Nation School of Music, Sports & Entertainment is an innovative and historic collaboration between Long Island University and the preeminent global entertainment company, Roc Nation. Along with five undergraduate degrees, the Roc Nation School offers a Master of Science (M.S.) in Sports Management.

New York City is home to one of the largest and most iconic sports markets in the world. Roc Nation School Sports Management graduate students earn their master’s degree while studying in a top market within the \$500 billion sports industry. As the sports industry expands, so does the need for passionate and innovative leaders.

Students in this program study with renowned faculty members and learn innovative ways to approach the many responsibilities and challenges faced by professional sports teams, college athletics, and the business of sports.

LIU’s elite alumni network and proximity to top sports organizations and venues set the Roc Nation School’s graduate program apart. These connections provide a range of professional opportunities for our students in the form of internships, mentorships, networking opportunities, and more.

The M.S. in Sports Management is structured to offer a flexible format for instruction and interaction with industry professionals and full-time faculty. Students may choose from an accelerated, standard, or flexible track to accommodate the needs of today’s professionals.

**Sports Management MS**

**Requirements**

**Required Sports Management Courses (30 Credits)**

SPM	610	Strategic Sports Management	3.00
SPM	620	Legal and Ethical Issues in Sports	3.00
SPM	630	Sports Operations and Facilities Management	3.00
SPM	640	Sports Marketing, Promotions, & Sales	3.00
SPM	650	Leadership in Sports Management	3.00
SPM	660	Alternative & Global Sports	3.00

SPM	670	Esports, Sports Betting, & Fantasy Sports	3.00
SPM	680	Sports Finance	3.00
SPM	690	Sports Analytics	3.00
SPM	700	Capstone in Sports Management	3.00

Total credits required: 30

## Sports Management Courses

### **SPM 610 Strategic Sports Management**

This course provides a comprehensive overview of the sports ecosystem and the principles, techniques, and tools required of emerging sports leaders.

Students think critically about social responsibility, ethics, globalization, innovation, and the future of the sports industry.

*Credits: 3*

*Every Fall*

### **SPM 620 Legal and Ethical Issues in Sports**

This course provides an extensive overview of legal principles related to sports, including tort, contract, constitutional, criminal, employment, labor, antitrust, and agency law. Students think critically about the ethical issues faced by sports organizations and athletes at all levels and develop the skills necessary for an ethical decision-making process.

*Credits: 3*

*Every Fall*

### **SPM 630 Sports Operations and Facilities Management**

This course examines the planning, development, and maintenance of sports and leisure facilities to maximize operations, quality, and performance. Students develop an understanding of service operations, policy development, risk management, financial management, and human resource management. Students visit New York City's top sports venues to put these skills into practice.

*Credits: 3*

*Every Fall*

### **SPM 640 Sports Marketing Promotions and Sales**

This course explores the facets of successful promotion in the sports and entertainment industries. Students analyze consumer behavior, develop marketing and public relations strategies to generate sales and cultivate fan loyalty, master digital innovations impacting events, and utilize market research to maximize sports consumption.

*Credits: 3*

*Every Fall*

### **SPM 650 Leadership in Sports Management**

In this course, students develop a comprehensive understanding of leadership styles and characteristics, situational influences, and the use of power within the context of an organization's structure. Students gain the skills necessary to develop the right roles in the organization; recruit, retain, and motivate talent; and optimize project management.

*Credits: 3*

*Every Spring*

### **SPM 660 Alternative & Global Sports**

This course provides an extensive overview of alternative and global sports management. Students identify best practices in these areas by examining

case studies of emerging alternative and global sports industries, using examples like ESPN coverage of the X Games, snowboarding, skateboarding, extreme skiing, the Olympics, FIFA, F1 racing, rugby, and more.

*Credits: 3*

*Every Spring*

### **SPM 670 eSports, Sports Betting & Fantasy Sports**

This course introduces students to the fundamentals of eSports, Sports Betting, and Fantasy Sports management. Students identify best practices through case studies of these booming industries and their associated stakeholders, including leagues, owners, advertisers, and publishers.

*Credits: 3*

*Every Spring*

### **SPM 680 Sports Finance**

This course provides students with an overview of the financial and contemporary economic issues related to collegiate and professional sports, athletes, and the sports industry as a whole. Students focus on projecting revenue growth and cost optimization over time and fundraising for sports ventures in capital markets. By the end of this course, students have a greater understanding of the role of finance in the sports industry and its impact on strategic decision-making.

*Credits: 3*

*Every Spring*

### **SPM 690 Sports Analytics**

This data-driven course will introduce the skills, technologies, applications, and practices essential to understanding and evaluating performance in the sports industry. Students use statistical analysis, game theory, predictive analytics, and simulations to measure player performance, drive strategy and decision-making, and optimize fantasy sports and sports betting.

*Credits: 3*

*Every Summer*

### **SPM 700 Capstone in Sports Management**

The Capstone in Sports Management is a culminating project reflecting the theories, research methods, analytical skills, and substantive knowledge obtained throughout the graduate curriculum. This experience may take the form of an internship, research-based thesis, or project as directed by the professor.

*Credits: 3*

*On Demand*

## SCHOOL OF FILM AND DIGITAL DESIGN

The LIU School of Film and Digital Media develops students into thoughtful, powerful artists who understand all means of interactive media production. State-of-the-art production equipment and post production facilities combined with the distinguished faculty of working artists will help students build a network of support for their future careers.

The Film School focuses on the art of film-making, leveraging a vast array of impressive professional mentors and guest artists, exciting potential collaborations with music, acting, writing, and visual arts students and faculty. The project-based curriculum will ensure students are making their own films, individually or in teams, every semester, graduating with an impressive portfolio and a solid base of professional connections.

Degree programs include the BFA in Film, BFA in Acting for Theatre, Film and Television, BA in Media Arts and an MFA in Writing and Producing for Television.

### M.F.A. Writing and Producing for Television

The M.F.A. in Writing and Producing for Television is a writing-intensive program that uses a unique teaching and learning approach that mimics the real world of contemporary television. In particular, the notion of work done in collaboration as a cohort is the hallmark of this program since television demands that its writers work as a unit. The M.F.A. in Writing and Producing for Television is a full-time program. Classes are held during the day, and therefore, students must be able to commit to studying on a full-time basis. Students must also be able to work collaboratively in an environment that requires the exchange of ideas and the highest level of professional courtesy. Most classes are held at Steiner Studios, located at the Brooklyn Navy Yard.

#### Admissions Requirements

The M.F.A. in Writing and Producing for Television is a highly competitive program, which seeks to recruit 15-20 students each year, who exhibit the ability to express themselves clearly and creatively in the written form. Applicants need not have a background in writing for TV or film. However, they will be required to submit, as part of the admissions process (see below), writing samples that demonstrate the potential required to write for the television medium.

To be admitted to this program you must submit:

- An application for admission

- Personal Statement
- Two original dramatic or comedic scripts written for film, TV or theater, or two samples of creative writing that reflect your story-telling ability.
- Optional: Two written recommendations: one professional and one academic.
- An up-to-date bio or CV  
In addition, applicants must:
- Have earned an undergraduate degree at an accredited college or university
- Complete a personal interview, which will be scheduled once the writing samples have been reviewed  
Continued enrollment in this program is contingent upon:
- Regularly attending classes (no more than three missed classes will be allowed).
- Submitting projects and writing assignments by predetermined deadlines.

### M.F.A., Writing and Producing for Television

[Program Code: 32846] {HEGIS: 0605.0}

The M.F.A. in Writing and Producing for Television is a full-time, 48-credit program, running two years; consisting of the following courses.

#### Semester One

WPT 610	Writing and Development - The Television Series	6.00
WPT 611	The History Of Television	3.00

#### Semester Two

WPT 620	Television Series & Programs - Writing And Pre-Production	6.00
WPT 622	New Media: An Introduction	3.00
WPT 698	Individual Episode Writing	3.00
WPT 699	Internship	0.00
WPT 612	The Writers Table (Writers Intensive)	3.00

#### Semester Three

WPT 630	Television Series & Programs - Writing and Production	6.00
WPT 631	Single Camera Film-Style Video Production	3.00

#### Semester Four

WPT 642	Post Production	3.00
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WPT 643	Intellectual Property And Cutting The Deal	3.00
WPT 621	Genre Theory and Writing the Pilot	3.00
WPT 700	Capstone Course	3.00
WPT 632	Location Production (Writers Intensive)	3.00

#### Credit and GPA Requirements

Minimum Credits: 48

Minimum GPA: 3.0

## Writing & Producing for TV Courses

### WPT 610 Writing and Development - The Television Series

An introduction to the basics and complexities of television script writing, and the seamless integration of the written script into the development phase of the television production process. Students begin work on the Central Project pilot script.

*Credits: 6*  
*Every Fall*

### WPT 611 The History of Television

An examination of the development and evolution of television as a creative medium, with an emphasis placed on the role of the writer and producer. How did we get from the dawn of the medium of TV to the digital age? Influential TV programs will be screened and technological advances will be highlighted. Important TV scripts of historical and contemporary importance will be studied.

*Credits: 3*  
*Rotating Basis*

### WPT 612 The Writers' Table

During this course, students experience an intensive week of collaboration on short scripts, with an emphasis on comedy. Each student completes a script during the week, concluding with a reading by professional actors. Guest speakers have included writers from BLACKISH, late night comedy shows, and legendary sit-coms.

*Credits: 3*  
*Every Spring*

### WPT 620 Television Series and Programs - Writing and Pre-Production

During the spring, students complete drafts of the Central Project and revise them. Students will start to explore the intricacies of production as the pilot moves from the development stage into pre-production.

*Credits: 6*  
*Every Spring*

### WPT 621 Genre Theory and Writing the Pilot

This course will examine the concept and theory of genre as it applies to well-known television and film forms. In conjunction with this, the ongoing development of the students individual TV pilots, a component of the Capstone project, will be supervised and guided on a one-on-one basis.

*Credits: 3*  
*Every Spring*

### WPT 622 The New Media: Web Series

Through a practical discussion of the new media landscape, students will be led through the digital series development process. Each student will write and shoot a viable web series pilot.

*Credits: 3*  
*Rotating Basis*

### WPT 630 Television Series and Programs - Writing and Production

Working in tandem with the pre-production class, students prepare their scripts for the shooting of the Central Project. Intensive revision of what has been written now focuses on the pragmatic issues of shooting. Working from the notes of the professional director and production team, students revise and polish their final shooting scripts.

*Credits: 6*  
*Every Fall*

### WPT 631 Single Camera Film-Style Production

WPT and MA Production and Media Management students become familiar with all phases of pre-production, including breaking down the script, casting, location scouting, determining budgets, discussing the style in which this production will be shot, etc. This hands-on experience allows students to learn what it is to actually produce an episode of television from the ground up.

The pre-requisite or co-requisite of MA 560 is required.

*The pre-requisite or co-requisite of MA 560 is required.*

*Credits: 3*  
*Cross-Listings: MA 667, WPT 631*  
*Every Fall*

### WPT 632 Location Production

This joint ten (10) day Intensive is part two of the production phase. Scenes selected from the scripts written for the Central Project will be shot at various locations, and students will occupy crew and on-call writing positions, according to their respective skill sets. This is a hands-on learning experience where students will have the opportunity to hear the thoughts of both Director and DP. (January/Writers Intensive)

The pre-requisite or co-requisite of MA 560 is required.

*The pre-requisite or co-requisite of MA 560 is required.*

*Credits: 3*  
*Cross-Listings: MA 668, WPT 632*  
*Every Winter Intersession*

### WPT 642 Post Production

Students will delve into the world of post-production. Each student will do a rough assembly of the footage that was shot during the Winter Production of their scenes. In addition, there is an overview of post-production that will include topics such as: SFX generation, color correction, audio sweetening techniques and aesthetics, advanced editing aesthetics, motion graphics and motion capture.

*Credits: 3*  
*Every Spring*

### WPT 643 Intellectual Property and Cutting the Deal

This course analyzes the business of being a professional television writer: How to get an agent or manager and work with that person; how to acquire intellectual property; how to move through developing an idea, pitching it, developing it with a producer, presenting it to network executives and, ultimately, getting a job. Guest speakers will include screenwriters, producers, agents, Writers Guild representatives, network executives, lawyers and directors.

*Credits: 3*  
*Every Spring*

### WPT 644 The Internet and New Distribution Technologies

This is an advanced course dealing with the tectonic impact that the Internet and New Media and the New Distribution Technologies have had on the television industry.

*Credits: 3*  
*On Occasion*

### WPT 698 Individual Episode Writing

During the Spring semester students will write an original pilot. The pilot can be sixty or thirty minutes in length, and it is independent of the main project. Students may choose the genre, ranging from drama to comedy to animation. They will learn both the challenges of writing an original pilot and of creating an entire series, for the pilot script reflects a full understanding of what will constitute their TV series.

*Credits: 3*  
*Every Spring*

### WPT 699 Internship

Students will have the opportunity to do a prestigious internship placement at a media production company, media organization, or individual writer/producer. Internship placements must be cleared in advance with the MFA Advisor.

*Credits: 0*  
*Every Fall, Spring and Summer*

### WPT 700 The Capstone Project

Students will select one piece of material that they have individually written during the two years of the M.F.A. During the spring semester, they will develop a pitch for that project, refine it, and at the end of the semester, present their pitch to a panel of industry professionals. In addition, they will identify the portfolio of scripts that they will bring to their professional life. That portfolio will consist of at least one original pilot that they have written, their web series pilot, and the finished cut of their scene within the Central Project.

*Credits: 3*  
*Every Spring*

## ROOSEVELT SCHOOL

The Roosevelt School provides students with a foundation in international relations and diplomacy with the goal to develop future leaders with proficiency in advancing policy solutions around the globe. Students engage in transformational research, in conjunction with diplomacy and policy, to advance global progress. As the world becomes increasingly connected, there exists a need for professionals who possess cross-cultural capabilities in technology, management, and government relations; as such, the B.A. in International Relations & Diplomacy with an MBA option and Ph.D. in Information Studies are offered under the Roosevelt School to prepare students for a variety of international careers. The Roosevelt School is also the home of the Steven S. Hornstein Center for Policy, Polling, and Analysis. Through independent polling, the Center supports empirical research and analysis on a wide range of public issues. The Global Service Institute is also under the umbrella of the Theodore Roosevelt School.

## PUBLIC ADMINISTRATION

The public administration program prepares public service professionals for managerial positions in government, health and nonprofit sectors. It is open to students from all undergraduate fields and provides the foundations and advanced applications expected in a graduate program.

The program focuses on competencies that employers want – leadership, ethical decision-making, analytical and budgeting expertise, written communication and oral presentation skills. Specialization courses in government, health and nonprofit fields with a variety of sub-topics provide depth in the student's area of interest. Focused capstone courses allow students to apply their new competencies in meaningful public service projects.

The M.P.A. program offers the Master of Public Administration in Public Administration or Health Administration

### Admission Requirements:

The standards for admission to the program and the advanced certificates are as follows:

- Official transcripts as proof of a baccalaureate degree from an accredited institution of higher education
- Two letters of recommendation
- A current résumé
- A two-to-three-page typewritten statement of purpose
- A completed application submitted to the Office of Admissions

Note: Full matriculation admission requires an official transcript showing an undergraduate grade point average of at least 3.0 on a scale of 4.0. Limited matriculation may be available to applicants who do not meet full matriculation requirements. Candidates with grade point averages of 2.5 or less must contact the M.P.A. program director before submitting an application. Such limited matriculation may require additional evidence of competence. Limited matriculation students may register for a maximum of six credits per semester for the first 12 credits. Limited matriculation becomes full matriculation upon completion of 12 graduate credits with a 3.0 average or better. Transfer students are welcome; transfer credits will be evaluated by the program director.

## Master of Public Administration (M.P.A.)

The 42-credit, N.A.S.P.A.A.-accredited Master of Public Administration in Public Administration prepares students for public service responsibilities, blending management theory with practical applications in government, health and nonprofit organizations. Students from diverse backgrounds with varying levels of professional expertise are taught by faculty members who are current in all aspects of this continuously evolving and growing field.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management function or an area of application in greater depth.

Areas of specialization include public administration, nonprofit management, urban government management, human resources management, law and management, international public management and social policy management. Other specializations can be developed in consultation with a faculty adviser from the broad spectrum of courses available through the program and the school, as well as through courses available across the campus.

The program is divided into four parts: an introductory sequence that provides 15 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, and law and accountability.

### M.P.A. Public Administration

[Program Code: 81214] {HEGIS: 2102.0}

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

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Government and the Economy	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

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

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

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

The following course is required:

PM	728	Managing Human Behavior in Public Organizations	3.00
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### and

Three (3) advanced (700 level) elective courses

### M.P.A. Capstone: 6 Credits

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

### Credit and GPA Requirements

Minimum Credits: 42

Minimum Major GPA: 3.00

## Master of Public Administration in Health Administration

The U.S. Department of Labor's Bureau of Labor Statistics predicts above-average employment growth for healthcare administrator positions. "Those with the highest education, strongest business skills and health care work experience will be well-positioned to take advantage of the most coveted jobs."

The 42-credit, N.A.S.P.A.A.-accredited Master of Public Administration in Health Administration prepares students for careers in fields that offer numerous professional paths. Students from diverse backgrounds with varying levels are taught by faculty members who are current in all of the latest trends and issues in health care administration.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management

function or an area of application in greater depth. Areas of specialization include health care administration, health care management, health care policy and aging/long-term care. Other specializations can be developed in consultation with a faculty advisor from the broad spectrum of courses available through the program and the school, as well as through courses available across the campus.

The program is divided into four parts: an introductory sequence that provides 15 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, and law and accountability.

### **M.P.A. Health Administration**

*[Program Code: 86461] {HEGIS: 1202.0}*

#### **M.P.A. (HAD) Foundation: 15 Credits**

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Government and the Economy	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

#### **M.P.A. (HAD) Advanced Core: 9 Credits**

MPA	602	Human Resource Management	3.00
MPA	613	Health Systems Finance	3.00
MPA	614	Healthcare Responsibility and Accountability for Administrators	3.00

#### **M.P.A. (HAD) Specialization: 12 Credits**

PM	730	Health, Disease and Medical Care	3.00
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**and**

Three (3) advanced (700 level) elective courses

#### **M.P.A. Capstone: 6 Credits**

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

### **Credit and GPA Requirements**

Minimum Credits: 42

Minimum Major GPA: 3.00



## Public Administration Courses

### MPA 501 Principles of Administration

An introduction to public administration, introducing the values, principles and foundation of public administration as a field of study. The course covers basic understanding and application of administrative concepts and political processes that govern the context of public, health, and non-profit organizations in a democratic society.

*Credits: 3*

*Every Fall and Spring*

### MPA 502 Organizational Theory and Behavior

An examination of theories of organization, administrative processes, and formal and informal relationships in organizations. The course discusses the environment, leadership, structure, networks, and outputs and outcomes of organized action.

*Credits: 3*

*Every Fall and Spring*

### MPA 503 Government and the Economy

An examination of the role of the public sector in economic decision making. The nature of public goods as they relate to allocation, stabilization, and distribution functions of economic systems is studied, as are the role of private investment, relations between government and private sectors, privatization of public services, and the use of national income accounts. An analysis of fiscal federalism, and the fiscal crises of the state are included. Three credits. Offered every Spring and alternate summers.

*Credits: 3*

*Every Fall and Spring*

### MPA 505 Analytic Methods

An introduction to the methods, tools and uses of research as it applies to policy and administrative problems. Includes a review and application of research design, data gathering and analytical concepts and techniques.

*Credits: 3*

*Every Fall and Spring*

### MPA 507 Public Policy Processes

An examination of the political system and the political, administrative and delivery processes that yield public services. Includes agenda development, the role of special interests, policy formation, analysis, implementation and evaluation.

*Credits: 3*

*Every Fall and Spring*

### MPA 602 Human Resources Management

An exploration of theories and practices of human resources management as they apply to the public and not-for-profit sectors. Includes a review of recruitment, civil service, training, performance evaluation, job development, compensation systems, teamwork, empowerment, unionism, equal employment opportunity, employee rights, privacy and occupational health and safety.

*Credits: 3*

*Every Fall and Spring*

### MPA 603 Fundamentals of Public Budgeting and Financial Management

An examination of public sector revenue generation, budgeting, accounting and auditing and their effects on managerial decisions. Includes a review of budget systems, processes and politics, and the preparation and justification of financial information and reports.

*Credits: 3*

*Every Fall*

### MPA 604 Administrative Responsibility and Accountability

A review of legal and ethical issues facing administrators as they seek to balance professionalism and responsiveness with the competing demands of diverse constituencies and the realities of their task environments.

*Credits: 3*

*Every Fall*

### MPA 606 Law for Managers

An introduction to the basic skills and perspectives of the legal environments of the public, private not-for-profit, and quasi-public sectors. The objective of the course is student understanding of the legal obligations, responsibilities and liabilities facing managers in the three sectors. Important topics include basic provisions of the United States Constitution, the exercise of delegation and discretionary authority rule-making and regulatory processes and their economic impacts), contract, tort, employment, duties and liabilities of managers and professionals in health-care organizations, environmental law and privacy.

*Credits: 3*

*On Occasion*

### MPA 613 Foundations of Health Systems Finance

An examination of health-care finance topics, including government and private health insurance, reimbursement, fees, service contracts, rate-setting, DRGs, capitated payments, managed care and multiple entities. Includes a review of financial strategies and characteristics of various health organizations. Three credits.

*Credits: 3*

*Every Spring*

### MPA 614 Healthcare Responsibilities and Accountability for Administrators

This course considers the ethical dilemmas that confront modern health service agencies and institutions in the exercise of administrative authority. Coursework includes analysis of the problems of accountability, rights, equity, ethics and the reconciliation of administrative processes with medial, constitutional, regulatory and social mandates encountered and utilized by government organizations in the administration of health systems and public affairs.

*Credits: 3*

*Every Spring*

### MPA 616 Legal Aspects of Health

An examination of legal issues in health-care services, including governance; consents and patient rights; admission and discharge; malpractice and liability of hospitals, physicians, nurses, emergency crews; management duties and liabilities; medical records; immunity; medical staff rights and privileges; end of life decisions; moral and ethical dilemmas.

*Credits: 3*

*On Occasion*

### MPA 624 Nonprofit Management

This course focuses on the formation, financing and management of nonprofit organizations, including: the board of directors, the workforce, marketing, financial management, fund raising, planning, leadership and the methods and strategies that have been used successfully to manage nonprofit organizations. The course also examines the role of nonprofits in the delivery of public services through fee for service, contracts and reimbursement arrangements.

*Credits: 3*

*On Occasion*

### MPA 626 Legal, Ethical and Governance Issues in Nonprofit Organizations

This course examines the laws affecting the establishment and operation of nonprofit organization, including incorporation and tax exempt status, general liability, regulatory compliance/reporting and contracts. The course explores the roles, responsibilities, liabilities and powers of directors, board members, trustees, officers and employees of nonprofit organizations. In addition to the legal aspects, the nonprofit's advocacy responsibilities and opportunities and ethical issues are examined and discussed in detail. *The pre-requisite of MPA 624 is required.*

*Credits: 3*

*On Occasion*

### MPA 787 Independent Study

Students taking independent study are expected to research an aspect or phase of a problem under the supervision of a faculty adviser. The product of study is an evaluative report containing a thorough literature review and student assessment of the significance and impact of the substantive issue. With permission of director and dean.

*Credits: 3*

*On Occasion*

### MPA 788 Graduate Internship

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3  
Every Fall

#### **MPA 789 Graduate Internship**

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3  
On Occasion

#### **MPA 790 Graduate Internship**

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3  
Every Summer

#### **MPA 798 Capstone Seminar**

An integrative seminar using a team approach. Students develop a framework and design for systematic analysis of a subject in their area of concentration. The framework includes problem background and environmental analysis, as well as an action plan for data collection and analysis.

*Pre requisites:*  
MPA 501, 502, 503, 505, 507, 602  
MPA 603 or 613  
MPA 604 or 614  
Four 700 level PM courses  
Credits: 3  
Every Fall and Spring

#### **MPA 799 Capstone Project**

Students carry out the plan proposed in MPA 798 using a combination of data collection methods and analytic techniques. Teams prepare and present a report of their analysis and results. All course work must be completed before capstone.

*Pre requisites:*  
MPA 501, 502, 503, 505, 507, 602  
MPA 603 or 613  
MPA 604 or 614  
Four 700 level PM courses  
Credits: 3  
Every Fall and Spring

#### **PM 700 Modern Management Issues**

An examination of current management strategies in the context of their genesis, antecedents, strengths and weaknesses, methods of application in public, health and not-for-profit settings, and comparisons with other management strategies. All course work must be completed before capstone.

Credits: 3  
On Occasion

#### **PM 702 Managerial Communication**

This course examines how people communicate within public organizations. The course will cover the theory and application of organizational communication for the working public sector manager. Topics include personal and managerial communication styles, and how to use the media for effective communication. Specific types of communications include one on one and group communications, written and verbal managerial, and communications for conferences, business and advertising environments. This course will serve as an important tool for any aspiring or current public sector manager.

Credits: 3  
Every Spring

#### **PM 703 Fundamentals of Management Information Systems**

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

Credits: 3  
Cross-Listings: GBA 517, PM 703  
Every Summer

#### **PM 705 U.S. Social Policy**

An analysis of government health and welfare policies affecting an individual's income level and life opportunities, including an analysis of policy formation, implementation, and impact on social problems.

Credits: 3  
Alternate Fall

#### **PM 706 Comparative Administration**

The class is designed to provide an introduction to the field of comparative public administration. The class will examine the varying approaches to bureaucracy, administrative structure, policy formulation and implementation in the light of variations in social, cultural, and political contexts. This will include an overview of basic theories of bureaucracy and how they function and theoretical approaches to comparative analyses of performance based on changing variables. The course will also touch upon understanding variations in efforts for

administrative reform. The impact of government structure on diverse constituencies will be examined to better understand the effectiveness of varying approaches to public management and organizational development.

Credits: 3  
Alternate Fall

#### **PM 708 Labor Relations**

A study of the interaction of the labor movement and management in the public and not-for-profit sectors. Collective bargaining impacts on policy and budget are examined. Strategies and public opinion are considered.

Credits: 3  
Alternate Fall

#### **PM 710 Issues in Administration**

An examination of selected themes, current developments and emerging issues in the study of administration. Topics vary.

Credits: 3  
On Occasion

#### **PM 711 Organizational Development**

An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.

*Pre-requisite of GBA 512 or MBA 613 are required.*  
Credits: 3  
Cross-Listings: HRM 724, MAN 724, PM 711  
On Occasion

#### **PM 712 Work, People and Productivity**

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

*Pre-requisite of GBA 512 or MBA 613 are required.*  
Credits: 3  
Cross-Listings: HRM 725, MAN 725, PM 712  
On Occasion

#### **PM 714 Policy Analysis and Program Evaluation**

This course provides students with a basic understanding of needs assessment, policy analysis and program evaluation. Applying tools used in the analysis of needs assessment will also be practiced. Through text material, cases and both quantitative and qualitative assignments, students will hone their knowledge of policy processes and limitations; and develop assessment skills.

Credits: 3

Every Summer

**PM 715 Privatization and the Contracting-Out of Public Services**

Governments, through elected officials, make decisions concerning which services should be provided by the public and the private sectors. This course provides students with both the economic and social basis for making judgments about the potential effectiveness of privatizing services in different policy areas, such as education and health care. The course provides general guidelines as to the nature of the services that are most appropriately provided by the private sector. When the public sector is determined to be the appropriate provider of a service, then government must determine whether to provide these services itself or contract-out for the service. The course also examines the principles and practices in the government contracting-out process—the decision whether to contract-out a government service, the preparation of the Request For Proposals, the evaluation of the submitted proposals for the selection of the contractor, the preparation of the contract document, and the monitoring of the selected contractors. Understanding the issues of privatization and the contracting-out of public services enables students to be more effective managers and responsive to citizens.

Credits: 3

Alternate Fall

**PM 716 Public Administration and Citizen Participation**

This course will explore public participation in association with public administration processes in a time of concurrent criticism, pressure, and apathy directed towards existing institutions. The engagement of citizens in public administration will be examined as a potential challenge to and support for public management. Different forms and degrees of participation will be looked at in case studies included in our texts. Students will be encouraged to relate course topics to everyday life and work experience.

Credits: 3

Alternate Spring

**PM 722 Advanced Cost/Managerial Accounting**

Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

Credits: 3

Cross-Listings: ACC 737, PM 722

On Occasion

**PM 723 Not-for-Profit/Governmental Accounting**

A study of budgetary and fund accounting systems; preparation of significant reports for nonprofit

organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. (45 CPE credits)  
*The pre-requisite of ACC 501 or equivalent is required.*

Credits: 3

Cross-Listings: ACC 720, PM 723

Every Spring

**PM 724 Budgeting and Controllership**

An examination of the practice of controllership in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control is considered as is the advance planning of operating goals with subsequent study of actual results. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

Credits: 3

Cross-Listings: ACC 741, PM 724

Every Spring

**PM 727 Financial Statement Analysis**

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)

*The pre-requisite of ACC 501 or GBA 510 or equivalent is required.*

Credits: 3

Cross-Listings: ACC 742, FIN 742, PM 727

On Occasion

**PM 728 Managing Human Behavior in Public Organizations**

The course examines current theories and research concerning human relations in organizations. It explains the major theories of human relations and behaviors and the application of psychology to management in the public sector. Focus on understanding self and others, the role of perception and personality, leadership versus management, effective group/team collaborations, and the need for flexibility and adaptation to change. Additionally, the courses will highlight interviewing strategies, self-marketing, oral presentations, and finding ways to enhance personal strengths and minimize weaknesses.

Credits: 3

Every Fall and Spring

**PM 730 Health Disease and Medical Care**

An overview of the political, economic, social and epidemiological characteristics of health and medical care. The forms of health services financing, organization and delivery systems in the United States and other industrialized nations, processes of health and disease in individuals and societies, and the moral and ethical issues facing health-care decision makers are examined.

Credits: 3

Every Fall and Spring

**PM 731 Managed Health-Care Systems**

An examination of the various forms of managed health-care plans and organizations that addresses the financing, organization and delivery aspects of each form from a management perspective. The purpose is to provide students with a knowledge base from which to develop and implement effective management processes for managed care services. Among the topics covered are the legal and regulatory environment, public opinion, product development and marketing, pricing and delivery strategies, reimbursement methods, utilization review, quality assurance and control, management information systems, Medicare and Medicaid, and trends.

Credits: 3

Alternate Fall

**PM 732 Public Health and Regulation**

An analysis of the role of government in the health field, including concepts and practices in health policy and regulation, especially the implementation of regulatory policy as it affects health providers.

Credits: 3

Alternate Spring

**PM 733 Economics of Health**

An examination of health-care delivery as an economic activity. Focus is on determination of demand for health care and supply of services available. Consideration of various methods for achieving equilibrium in health care and government's role via licensure, regulation, financing, and planning.

Credits: 3

Alternate Spring

**PM 738 Gerontology: The Process of Aging**

The course examines the multidisciplinary field of gerontology and provides students with an overview of the current "state-of-the-art" and the critical issues and controversies that confront individuals as they grow older. The course examines the theories, processes and consequences of aging from both the individual and societal perspectives. A range of issues are presented, including: physical, social, psychological, health, family, race, ethnicity, gender, sexuality, retirement, economics, social work and social policy. Comparisons among African American, White, Hispanic, Asian, and Native American are offered especially in view of unequal treatment and multiple disparities among minorities.

Credits: 3

Every Fall

**PM 739 Long-Term Care Administration**

This course examines the special administrative and organizational methods, social systems and population that are attributable to all kinds of residential and long term care facilities, as separate

entities from acute care hospitals. It includes an overview of the long term care continuum, including community care, management issues, Medicare and Medicaid, finance, pertinent laws and regulations, and patient/resident requirements and needs. Care and treatment standards will be reviewed and discussed, as well as policy changes and government trends associated with the new paradigm of aging in the 21st Century.

*The pre-requisite of PM 738 is required.*

*Credits: 3*

*Every Spring*

#### **PM 741 Fund Raising**

An examination of revenue strategies for non-profit organization fund-raising, including membership, donations, programs, foundations and government agencies. The focus is on which strategies work for what organizations, how to identify organizational needs and appropriate funding sources, and how to successfully petition funding support.

*Credits: 3*

*Every Fall*

#### **PM 742 Grant/Proposal Preparation**

An introduction to the process of developing and writing a proposal for project funding and an examination of key management techniques and decision tools needed to coordinate successfully the process of proposal development and implementation within an organization.

*Credits: 3*

*Every Spring*

#### **PM 743 Aging Policy in the Community**

This course examines the options including social supports, health care, housing and recreation that older community dwelling residents have. Psychology, personality, gender, personal history, gentrification, residential segregation and policy issues including economics are presented. Additionally, data pertaining to the aforementioned items are examined.

*The pre-requisite of PM 738 is required.*

*Credits: 3*

*Every Spring*

#### **PM 744 Bereavement: Psychological, Cultural and Institutional Perspectives**

This course is designed to explore the stages and issues related to dying and grieving. Cultural diversities in the grieving process will be identified. Myths and ideas that inhibit, isolate and interfere with the bereavement experience will be examined. Political, medical, legal and ethical issues will be analyzed. Students' values, attitudes and fears will be explored in order to inform their interventions. Social, cultural and personal issues that govern a person's reaction to death and dying will be highlighted. In addition, students will learn to design organizational structures for interdisciplinary assessments and service delivery in settings serving the dying and bereaved.

*Credits: 3*

*Every Summer*

#### **PM 745 Health and Retirement Planning in Elder Care**

The course addresses critical issues affecting health and retirement among older adults, and the relationship between gerontology and legal estate planning issues at the core of our discussions. This course examines estate, disability and retirement planning tools used by elder law attorneys with analyses of laws, regulations and programs upon which planning is based. Topics include advanced directive, power of attorney, long-term care and Medicaid, long term care insurance, and planning for asset distribution on death.

*Credits: 3*

*Every Spring*

#### **PM 747 Nutrition Policy Across the Lifecycle**

The purpose of this course is to examine the relationships among food, nutrition and health for adults in the context of public policy formation and implementation at federal, state and local government levels. Of particular interest in this examination are intended and unintended consequences for individuals of public policies on food availability, prices, consumption and health. The course reviews major areas of food and nutrition policy at various levels of government as well as social and political forces that result in particular policies and in major changes in policy, for example recent revisions in the food pyramid.

*Credits: 3*

*Every Summer*

#### **PM 750 Housing Policies, Minorities and Social Equity**

Critically examines the effects of national housing policies on minorities from a historical perspective, explaining the existing housing conditions facing minorities across the nation.

*Credits: 3*

*On Occasion*

#### **PM 751 Diversity and Cultural Competence in the Workplace**

An examination of managing cultural competence and the impact of diversity, culture, and ethnic origin in public sector workplaces along several dimensions including race, ethnicity, gender, age, sexual preference, and physical ability.

*Credits: 3*

*On Occasion*

#### **PM 755 U.S. Educational Policy and Reform**

An exploration into the complex sociopolitical and socioeconomic webs surrounding educational policy in the U.S. This course will deeply examine multiple themes pertaining to educational policy and education reforms.

*Credits: 3*

*On Occasion*

#### **PM 767 International Organization, The United Nations and its Affiliated Agencies**

A study of the theories, origins, functions and

operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. (Same as PM 767.)

*Credits: 3*

*Cross-Listings: PM 767, POL 642*

*On Occasion*

#### **PM 770 International Economics**

This course provides a unified introduction to international trade and finance. It first focuses on the concept of comparative advantages, examining the causes and consequences of trade among nations, and then provides an introduction to open-economy macroeconomics, focusing on capital flows across international financial markets and the effects of exchange rate and monetary policy on those flows.

*Credits: 3*

*Cross-Listings: ECO 624, PM 770*

*Rotating Basis*

#### **PM 772 International Economic Relations**

This course examines international economic relations, focusing on the emergence and evolution of regional economic integration and the interaction of different free-trade areas, common markets, and economic unions in the context of an increasingly globalized world economy. The course also discusses the role of international economic organizations, like the WTO, the World Bank or the IMF, and a variety of bilateral and multilateral economic, environmental, and defense agreements, in managing globalization and shaping the world economic order.

*Credits: 3*

*Cross-Listings: ECO 661, PM 772*

*On Occasion*

#### **PM 773 Comparative Economic Systems**

This course provides a comparative analysis of a variety of capitalist and non-capitalist systems, emphasizing the US economy and the mixed economies of Western Europe and Japan, the transition of former Communist countries of Eastern Europe to market economies, and the fast growing economy of Communist China. The comparison among economic systems relies on the observation that different ways of organizing economic activity amount to different information transmission protocols and incentives structures, which explains different economic performance.

*Credits: 3*

*Cross-Listings: ECO 669, PM 773*

*Rotating Basis*

**SCHOOL OF EDUCATION**

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The LIU Brooklyn School of Education is no longer accepting new students; current students are encouraged to refer to the appropriate academic year's catalog for their program requirements by visiting <https://liu.edu/enrollment-services/registration/academic-catalogs>. The School of Education Department of Teaching, Learning, & Leadership (TLL) continues to support undergraduate and graduate students in programs leading to multiple teaching certification areas. Graduate programs that were formerly within the Department of Counseling and School Psychology (CSP) are now part of the School of Health Professions. These include mental health counseling, marriage and family therapy, and school psychology.

## SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a diverse student body. With strong ties to the community and to many health care facilities that support educational efforts as well as research, our programs address clinical health care, community-based health, behavioral health, social and environmental issues. The school prepares students for careers in a variety of health professions, including physical therapy; communication sciences and disorders; exercise science; occupational therapy; physician assistant; public health; social work; mental health counseling; marriage and family therapy; school psychology and psychology. The rich health professions education environment at the LIU Brooklyn Campus allows our programs to introduce students to interprofessional education and practice.

The programs span undergraduate, graduate, and doctoral levels, and lead to careers in growing health professions that offer a wealth of career opportunities. Graduates of our programs are in high demand in the current health care job market, and this level of demand is expected to continue for many years to come.

The School of Health Profession's faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in research, which contributes greatly to their student's learning experiences and their own professional growth.

### Criminal Background Checks and Drug Testing

Many clinical/field experience affiliates (i.e., hospitals and clinics) now require the completion of criminal background checks and/or drug testing for employees, volunteers, and students affiliated with the site. Therefore, School of Health Professions students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is

positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/certification/registration agencies (e.g., a state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact the pertinent state licensing boards to inquire whether a criminal record, including driving offenses, would preclude the individual from eligibility to obtain a license/certification.

## DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

The Department of CSD seeks to advance the study of human communication sciences and disorders within a culturally and linguistically diverse society. Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. The department fosters respect for diversity and a commitment to serve individuals with communication problems. The program is registered by the New York State Department of Education and is accredited by the American Speech-Language-Hearing Association (ASHA). Graduates of the program receive a Master of Science Degree in Speech-Language Pathology that satisfies the academic and professional requirements specified by ASHA for the CCC-SLP and are eligible to apply for licensure in SLP by the New York State Department of Education's Office of the Professions. Students who wish to satisfy the New York State Education Office of Teaching requirements for Teacher of Students with Speech and Language Disabilities (TSSLD) may also prepare for this certification as part of their graduate program. Students demonstrating proficiency (i.e., speaking, listening, reading, and writing) in a language other than English may further prepare for a certificate in Teacher of Students with Speech and Language Disabilities with a Bilingual Extension. This program will prepare students to work with individuals who are bilingual or speak a language other than English. Admissions procedures and requirements for admission to both the monolingual and bilingual specializations are detailed below.

### M.S. Speech-Language Pathology

#### Admissions Procedures

The institutional policy for admission of students

to graduate study is a bachelor's degree from an accredited university indicating an acceptable record, with additional requirements set by individual graduate programs. The faculty of the graduate program in Speech-Language Pathology has set the following specific admissions standards for entry into the program:

- B.A. or B.S. degree with a minimum grade point average (GPA) of 3.2 or B.A. or B.S. degree in another field plus completion of pre-requisite coursework in speech-language pathology and audiology. The following courses (or their equivalents at other institutions) must be taken (19 credits if taken at LIU):
  - SLP 104 Articulatory Phonetics
  - SLP 113 Anatomical and Physiological Bases for Speech & Language I
  - SLP 133 Speech Science I: Acoustic Phonetics
  - SLP 231 Language Acquisition Across Life Span I: Early Years
  - SLP 321 Audiology I-Hearing Science
  - SLP 410 or 411 Introduction to Communication Disorders Across the Life Span
- Three letters of recommendation (two must be academic)
- Official transcripts from all universities attended
- A brief personal statement describing their interest in the field, LIU Brooklyn, and career goals
- Applicants whose undergraduate, graduate, or prerequisite coursework was completed in an institution where English was not the principal language of instruction must present scores for the Test of English as a Foreign Language (TOEFL)
- Minimum grade of a B- in all pre-requisite courses and grade point average of 3.2
- Post-baccalaureate students must complete a minimum of 4 (out of 6) pre-requisite courses before applying to the program
- Course credits may be granted for designated courses completed within **5 years**

Students preparing to obtain the Bilingual Extension to the Teacher of Students with Speech and Language Disabilities Certification must also demonstrate written and oral language proficiency in a second language on the *Bilingual Education Assessment (BEA)* or other approved examinations.

#### Program Requirements

The Master of Science degree in Speech-Language Pathology at LIU Brooklyn can be completed in 2.5-3 years of intensive study (7-8 semesters including 2 summers). The time limit for the degree is 5 years. Candidates for the degree must have completed a minimum of 64 credits and a summative requirement.

The master's degree program offers two options:

1. A clinical master's degree program with a comprehensive examination as the summative requirement
2. A clinical master's degree program with a

written research thesis in which the summative requirement is a formal defense in front of a thesis committee.

Both options are subject to the rules of the departmental Graduate Program Committees.

**Curriculum**

The programs in Speech-Language Pathology consist of required course work from the following categories: Professional Foundations, Speech Disorders, Language Disorders, and Practica. Most course work is infused with multilingual/multicultural content. Students must meet both the CSD department grade requirements and the minimum competency standards outlined by both the CAA & ASHA within each course to complete the degree.

Students must complete all undergraduate pre-requisites by the end of their first year of graduate coursework.

Foundation Courses

Students must receive a grade of B- or above in each Foundation course. Students are permitted to retake a maximum of two Foundation courses to remediate grades of C+ or below in the next semester the course is offered. Foundation courses may be retaken only one time.

Advanced / Higher Level Courses (Including Clinical Practicum Coursework)

Students must receive a grade of B- or above in each Advanced / Higher Level course (including clinical practicum coursework). Students are permitted to retake a maximum of two advanced courses (including clinical practicums) to remediate grades of C+ or below in the next semester the course is offered. Advanced courses and clinical practicums may be retaken only one time.

Clinical Practicum

All students are required to complete a minimum of 400 competent clock hours of clinical practicum. Up to 25 hours of undergraduate practicum and 25 hours of observation may be credited toward clinical practicum requirements with proper documentation. Clinical practica are completed in several locations: on campus in the university clinic, at the university satellite centers, at off-campus medical / adult care settings, and in school settings. Clinical practicum requirements, facilities, and regulations are described in detail in the Clinic Procedures Manual. Students are provided with the Clinic Procedures Manual upon entering SLP 610A. Students are advised that the specific hourly requirements listed here and by ASHA constitute minimum requirements and may be adjusted upward according to individual student needs and skill levels.

Students can only begin their clinical practicum coursework after they complete all of their foundation coursework and successfully take and pass the Foundations Exam, a required formative assessment following completion of all Foundation coursework including SLP 605 and SLP 640.

Students must resolve all grades of INC and/or remediation plans before starting the clinical

practicum sequence. Students must have an overall GPA of 3.0 or higher to start the clinical practicum sequence. Clinic eligibility requires department and Clinical Director approval.

Please Note:

1. Students are not permitted to retake any foundation or advanced level coursework (including clinical practicum courses) a third time.
2. Any student who is required to repeat a course will be required to modify their program plan to include at least 1 additional semester (minimum) to complete the program.
3. Faculty reserve the right to require remediation work without retaking a course regardless of the grade received to ensure each student has met course competencies in full.

**Grading Policy**

The university grading policy involves a plus and minus grading system (A, A-, B+, B, B-, C+, C, F).

**Academic Probation & CSD Dismissal Policy**

Students must maintain an overall GPA of 3.0 to continue in the program throughout their academic careers. Students are placed on Academic Probation when they fail to maintain a minimum GPA of 3.0 within a term and/or are required to repeat coursework.

Students will receive a letter of dismissal from the program if:

1. The student receives a grade of C+ or below after retaking a course.
2. The student receives a grade of C+ or below in a third foundation course or third advanced course.
3. The student is unable to maintain a cumulative or term GPA of 3.0 or higher for more than 1 semester.
4. The student is unable to successfully pass the comprehensive exam.
5. The student does not adhere to the ASHA Code of Ethics
6. The student is unable to demonstrate academic integrity and adhere to the Student Code of Ethics as per university policy.

**Summary of Master's Degree Graduation Requirements**

Students may opt to complete either the Comprehensive Examination Option or the Research Option (as partial fulfillment of the M.S in Speech-Language Pathology): Comprehensive Examination Option

Students take a comprehensive examination as part of the program and degree requirements. Students are eligible to take the comprehensive exam during their last semester in the program. The comprehensive examination consists of questions about content from foundations and higher-level courses. Students who fail the exam must be counseled by the department chairperson, directed toward remedial instruction, and should retake the exam. Students may take the examination a maximum of four times.

Research Option

The research option requires a student to conduct empirical research on a topic relevant to

communication sciences and disorders or dysphagia. Completion of the requirements here listed is instead of the comprehensive examination. The chosen topic may involve basic or clinically-oriented research. The precise topic addressed will be developed by the student and guided by an advisor.

**Speech-Language Performance and Writing Proficiency**

Graduate students admitted to the Speech-Language Pathology program must demonstrate English writing proficiency as a requirement for graduation.

**MS Speech-Language Pathology**

{Program Code: 20057} {HEGIS: 1220}

**The following six Foundation courses are required (22 credits):**

SLP	601	Introduction to Research in Speech-Language Pathology	3.00
SLP	602	Advanced Language Acquisition	3.00
SLP	603	Bilingual/Multicultural Foundations I	3.00
SLP	605	Diagnostic Process	3.00
SLP	606	Advanced Neuroanatomy for Speech-Language Pathology	3.00
SLP	608	Seminar in Speech-Language Pathology	1.00
SLP	620	Comparative Phonology and Phonological Disorders	3.00
SLP	640	Language Disorders in Children	3.00

**The following fourteen Higher Level courses are required (34 credits):**

SLP	604	Bilingual/Multicultural Foundations II	3.00
SLP	607	Advanced Clinical Audiology	3.00
SLP	609	Speech Science and Instrumentation	3.00
SLP	621	Fluency Disorders	3.00
SLP	622	Voice Disorders	3.00
SLP	626	Dysphagia	3.00
SLP	627	Motor Speech Disorders	3.00
SLP	630	Topics In Communication Disorders	3.00
SLP	639	Praxis Examination Preparation	1.00
SLP	641	Aphasia and Adult Neurogenic Disorders	3.00

SLP	642	Speech-Language-Hearing Services in Schools for Language-Learning Disabilities	3.00
SLP	644	Speech-Language-Hearing Services in Multicultural/Multilingual School Settings	3.00

**The following six Practicum courses are required (8 credits):**

SLP	610A	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	610B	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	611A	Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders	1.00
SLP	612A	Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders	1.00
SLP	614A or 614B	Diagnostic Practicum: Children or Diagnostic Practicum: Adults	1.00
SLP	615A	Audiology Practicum	1.00

**Credit and GPA Requirements**

Minimum Credits: 64

Minimum Major GPA: 3.0

**Student Committees**

***Student Advisory Committee***

The Academic Advisory Graduate Committee was established to provide an opportunity for the graduate student body in the Department of Communication Sciences and Disorders to provide ongoing feedback to the faculty regarding academic issues, curricular issues, and any other concerns that may arise.

***Clinical Practicum Committee Student Representative***

The CPC reviews clinical policies and procedures. The faculty will select a graduate student to be invited to CPC meetings to provide feedback to the CPC regarding clinical issues. The student must be in good academic standing to serve on the committee.

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

The National Student Speech-Language-Hearing Association (NSSLHA) is the pre-professional national organization for master's candidates and undergraduate students interested in the study of normal and disordered human communication behavior. The Department of Communication Sciences and Disorders at LIU Brooklyn has established a Speech and Hearing Society as a local chapter of the National Student Speech-Language-Hearing Association. All undergraduate and graduate students in the department of CSD are encouraged to apply.



## Communication Sciences and Disorders Courses

### SLP 601 Introduction to Research in Speech-Language Pathology

A course designed to (1) give students a broad-based introduction to the research literature in speech-language pathology; (2) develop critical reading skills; (3) cover technical aspects of research design and methodology including basic statistical methods and issues in data interpretation; and (4) develop writing skills for empirical report writing.

*Credits: 3*

*Every Fall and Spring*

### SLP 602 Advanced Language Acquisition

Advanced study of language development in typically achieving children, focusing on syntactic, semantic and pragmatic abilities of children in relationship to their developing sensorimotor, perceptual, social-emotional and cognitive systems. Normal variations in language acquisition and development are viewed from a cross-cultural perspective.

*Credits: 3*

*Every Fall and Spring*

### SLP 603 Bilingual/Multicultural Foundations I

**Course Description:** The course will examine language variation in the United States. Students and faculty will examine their own cultural, ethnic, language backgrounds, values, and beliefs about individuals perceived as linguistically and culturally different. Students will examine what it means to develop cross cultural competence to appropriately work with children from culturally/linguistically diverse populations who have communication disorders. In addition students will examine dialects in the Northeast and the South including African American. This course will provide students with research on language and narrative skills among African American children

*Credits: 3*

*Every Fall and Spring*

### SLP 604 Bilingual/Multicultural Foundations II

This course provides an overview of the diverse cultural/linguistic groups in the United States with reference to how cultural and linguistic variations impact the assessment and treatment of communication disorders and the role of culture on specific speech and language disorders. Simultaneous and sequential bilingual language development are examined. The distinction between Basic Interpersonal Communication Skills; and Cognitive Academic Language Proficiency and implications for performance in school settings is explored. Culturally and linguistically appropriate methods and materials for assessment and intervention, including bilingual materials, alternative assessment approaches, and intervention strategies are examined. An overview of legislation pertaining to bilingual education and special

education is presented.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

### SLP 605 Diagnostic Process

Diagnosis of speech-language and swallowing disorders in children and adults. Norm-referenced, criterion-referenced, and developmental approaches to assessment are identified. Standardized and non-standardized assessments used in the field of speech/language pathology are reviewed. Focus is on data collection, observation and interpretation of test results. Emphasis is also on the impact of cultural and linguistic diversity on assessment and overall identification/diagnosis.

*The pre-requisites of SLP 601, 602, 603, 606, 608, and 620 are required. The co-requisite of SLP 607 is required or permission of Department Chair and Program Director.*

*Credits: 3*

*Every Fall and Spring*

### SLP 606 Advanced Neuroanatomy for Speech-Language Pathology

This course is a broad survey of the structure, function and pathology of the human nervous system. The course emphasizes structural characteristics of the central and peripheral nervous system and their relationships to function and dysfunction, particularly how they relate to speech, language, hearing, and swallowing. Related disciplines such as cell biology, histology, biochemistry, physiology, neuropsychology, neurology, and psychiatry are included to facilitate understanding of the functional mechanisms and relationships.

*Credits: 3*

*Every Fall and Spring*

### SLP 607 Advanced Clinical Audiology

This course provides an advanced discussion of clinical audiology in relevance to speech-language pathologists, mainly including the following areas: rationale and procedures of clinical tests of basic auditory function, manifestation and assessment of common audiological and otological disorders, and hearing evaluation for pediatric, geriatric, and bilingual/multicultural populations.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620, the co-requisite of SLP 605 is required or Department Chair and Program Director permission.*

*Credits: 3*

*Every Fall and Spring*

### SLP 608 Seminar in Speech-Language Pathology

An examination of professional ethics and issues as well as cultural considerations for studying and teaching speech, language, communication, and swallowing disorders in culturally and linguistically diverse populations. The course also covers such issues as professional organizations, the ASHA code of ethics, state license and certification

requirements.

*Credits: 1*

*Every Fall and Spring*

### SLP 609 Speech Science and Instrumentation

This course is designed to give students of communication disorders a thorough grounding in the characteristics of normal speech production and perception and the techniques for studying them. Students should be equipped to (1) read the contemporary research literature, (2) assess speech production patterns in children and adults from varying language backgrounds, (3) understand how speech is perceived and processed in laboratory and field situations, (4) evaluate claims about the etiologies of speech disorders, and (5) evaluate treatment protocols based on particular views about the nature of speech production and perception.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640 and a passing score on Foundations Exam are required.*

*Credits: 3*

*Every Fall and Spring*

### SLP 610A Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. This course examines principles of problem-solving and decision-making involved in intervention planning for individuals across different communication disorder types and age groups, as well as culturally and linguistically diverse backgrounds. Long-term, short-term, and session goals and procedures will be defined, and sources of information guiding goal and procedure planning will be specified. These include baseline data from diagnostic reports and evidence based knowledge about (a) the nature and components of speech and language (content, form, and use), (b) bilingualism, bi-dialectism, and cultural influences reflected in speech and language performance; (c) factors maintaining communication disorders (sensorimotor, psychosocial, cognitive, medical); (d) premises of language learning theories. Students will engage in goal and procedure planning with reference to principles presented and diagnostic information from individuals manifesting communication problems.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required. Department Chair and Clinic Director permission required.*

*Credits: 2*

*Every Fall, Spring and Summer*

### SLP 610B Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults while obtaining required clinical hours throughout the semester. All SLP 610 practical

courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic, LIU satellite centers and/or specialty sites. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special topics related to assessment and intervention.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640 and a passing score on the Foundations Exam are required. Student must have received a grade of B- or above in SLP 610A. Clinic Director permission required.*

*Credits: 1*

*Every Fall, Spring and Summer*

### **SLP 610C Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders**

An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults. All SLP 610 practical courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic, LIU satellite centers and/or specialty sites. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special topics related to assessment and intervention.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640, passing score on the Foundations Exam, 610A, 610B. Student must have received a grade of B- or above in SLP 610A and SLP 610B. Clinic Director permission required.*

*Credits: 1*

*On Demand*

### **SLP 611A Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders**

An intermediate level practicum within school or other pediatric settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults at off-campus sites while obtaining required clinical hours throughout the semester. Focus is on evidence based clinical practice in school settings, in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions in school, clinic and classroom settings and participate in a weekly seminar. Emphasis of the practicum is on diagnosis, intervention planning, development of IEP goals and procedures, collaboration with allied professionals, and professional decision-making and

problem-solving. Prerequisite: Permission of the Department.

*Pre Reqs: SLP 601, 602, 603, 605, 606, 608, 620, 640, passing score on the Foundations Exam, 610A and 610B, (610C if applicable). A grade of B- or above in SLP 610A and SLP 610B (and SLP 610C if applicable). Clinic Director permission required.*

*Credits: 1*

*Every Fall, Spring and Summer*

### **SLP 612A Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders**

An advanced-level practicum in which students participate in the supervised assessment, treatment and management of speech, language, communication and swallowing disorders in adults at area hospitals, clinics, adult day centers, and high schools serving the 18-21 year old population while obtaining required clinical hours throughout the semester. Some pediatric hours may be accrued, depending on the site. Emphasis of the practicum is on diagnosis, intervention planning, development of goals and procedures, and professional decision-making and problem-solving in context of evidence based clinical practice. Students participate in a weekly seminar.

*Pre reqs: SLP 601,602,603,605,606,608,620,640, passing score on Foundations Exam. B- or above in SLP 610A, 610B /SLP 610C, 611A, 611B or 611C if applicable). SLP 614A or SLP 614B recommended as pre or co req. Clinic Director permission required.*

*Credits: 1*

*Every Fall, Spring and Summer*

### **SLP 614A Diagnostic Practicum: Children**

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders while obtaining required clinical hours throughout the semester. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process in context of evidence based clinical practice. Prerequisite: Permission of the department.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required. Department Chair and Clinic Director permission required.*

*Credits: 1*

*Every Fall, Spring and Summer*

### **SLP 614B Diagnostic Practicum: Adults**

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders while obtaining required clinical hours throughout the semester. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process in context of evidence based clinical practice.

*The pre-requisites of SLP 601, 602, 603, 605, 606,*

*608, 620, and 640 are required. Department Chair and Clinic Director permission required.*

*Credits: 1*

*Every Fall, Spring and Summer*

### **SLP 615A Audiology Practicum**

A practicum in which students perform supervised audiologic screenings and participate in diagnostic evaluations while obtaining required clinical hours throughout the semester. Practicum includes a review of basic audiologic concepts and procedures in a weekly seminar.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 607, 608, 620, 640 and passing score on Foundations Exam are required. Department Chair and Clinic Director Permission*

*Credits: 1*

*Every Fall, Spring and Summer*

### **SLP 620 Comparative Phonology and Phonological Disorders**

This course involves the study of phonological theory and research associated with normal articulatory and phonological development, as well as factors related to articulation and phonological disorders. Cross-linguistic phonological systems are compared. Bilingual and dialectal developmental similarities and differences are explored.

Assessment and remediation principles and procedures for specific articulatory/phonological disorders are examined within a bilingual/multicultural perspective.

*Credits: 3*

*Every Fall and Spring*

### **SLP 621 Fluency Disorders**

A study of fluency and the factors that may disrupt it; an introduction to the problem of stuttering, its nature and development, including differential diagnosis, theoretical concepts on etiology, and remediation for children and adults.

*The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.*

*Credits: 3*

*Every Fall and Spring*

### **SLP 622 Voice Disorders**

This course is designed to provide the student with a theoretical and practical introduction to normal voice production and the nature, diagnosis, and treatment of voice disorders. Information related to structural, functional, and neurological bases of voice disorders will also be provided. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities, discussions, etc.

*The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.*

*Credits: 3*

*Every Fall and Spring*

**SLP 626 Dysphagia**

This course is designed to provide the student with a theoretical and practical introduction to normal swallowing and the nature, diagnosis, and treatment of swallowing disorders. Information related to structural and neurologic bases and medical consequences of dysphagia will also be provided. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities discussions, etc.

*The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 620 and a passing score on Foundations Exam are required.*

*Credits: 3*

*Every Fall and Spring*

**SLP 627 Motor Speech Disorders**

This course is designed to provide the student with a theoretical and practical introduction to normal speech production and the nature, diagnosis, and treatment of motor speech disorders. Information will be provided regarding each disease/disorder and etiologies underlying these disorders. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities, discussions, etc.

*The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.*

*Credits: 3*

*Every Fall and Spring*

**SLP 630 Topics In Communication Disorders**

This course focuses on select topics in communication disorders to increase students' awareness and exposure to diverse communication disorders.

*The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.*

*Credits: 3*

*Every Fall and Spring*

**SLP 639 Praxis Examination Preparation**

The Praxis examination is a comprehensive multiple choice examination that covers content covered in academic courses. It is commissioned by the American Speech-Language Hearing Association (ASHA) and facilitated by Educational Testing Service (ETS). Certification in speech-language pathology requires passing the Praxis examination.

The Praxis examination preparation course is a required 1-credit course that provides students with test skills (e.g. test timing, multiple choice questions, and reasoning skills) and course content in speech-language pathology. Students will be provided with practice Praxis questions throughout the course that will review their knowledge base in speech-language pathology and improve their test taking skills. This course will ensure the success in passing the Praxis examination, a

necessity for clinical practice. It will be offered to students during their final semester of the program.

*Students are required to take this course in their last semester in the program. Department Chair and Program Director permission is required to register prior to the last semester.*

*Credits: 1*

*Every Semester*

**SLP 640 Language Disorders in Children**

An examination of childhood language disorders, including autistic spectrum disorders, specific language impairment and language-learning disabilities. Contemporary approaches to assessment and intervention are explored from varied theoretical models, within context of evidence based clinical practice. The treatment of language disorders within a social communicative context is emphasized, with special reference to cultural and linguistic variations.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required or permission of Department Chair and Program Director.*

*Credits: 3*

*Every Fall and Spring*

**SLP 641 Aphasia and Adult Neurogenic Disorders**

This course provides students with a sophisticated understanding of the diagnosis and treatment of a variety of acquired neurogenic language disorders of language and cognition. Aspects of counseling in the arena of communication disorders and multicultural perspectives in medical environments are infused throughout the course. Emphasis is placed on active problem solving approaches to clinical decision making, and component-skill analysis of diagnostic materials. Classes will be lecture and discussion-based, with supporting handouts and video material.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required or permission of Department Chair and Program Director.*

*Credits: 3*

*Every Fall and Spring*

**SLP 642 Speech-Language-Hearing Services in Schools for Language/Learning Disabilities**

An historical-to-contemporary overview of the field of language-hearing disabilities, with attention to variations among cultural groups. The focus is on understanding the complex relationships among language, learning and literacy. Contemporary theoretical paradigms used in the assessment and treatment of individuals with language-learning disabilities are explored. The role of the speech-language pathologist in the school setting is addressed, with particular attention to the school curriculum, reading, and inter-professional collaboration.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required.*

*Credits: 3*

*Every Fall and Spring*

**SLP 644 Speech-Language-Hearing Services in****Multicultural/Multilingual School Settings**

This course provides an overview of the role and responsibilities of the speech-language specialist in varied school settings. Pre-referral, referral and assessment processes are discussed. Formulation and implementation of evidence based, linguistically and culturally appropriate therapeutic programs are considered. Family involvement and team-oriented approaches to school delivery are explored. School organization, bilingual and special education legislation and individualized education plans are described and discussed.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required.*

*Credits: 3*

*Every Fall and Spring*

**SLP 720 Independent Study-Research on Disorders of Speech**

Extensive individual research on the various disorders of speech (articulation, phonology and swallowing). Students are required to submit a carefully documented research project based on a topic approved in advance by the professor.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 1 to 3*

*On Demand*

## DEPARTMENT OF EXERCISE SCIENCE

The Division of Exercise Science offers a variety of undergraduate and graduate programs for students who wish to embark on or advance their careers in the health professions. Our division offers an MS in Exercise Science and a Bachelor of Science (BS) degree program in Exercise and Wellness Science.

Our programs are complemented by excellent opportunities for hands-on experiences and applied research and community-based service that is responsive to the health and exercise needs of the diverse populations of New York City and the surrounding Tri-State area. Students enjoy the benefits of our relationships with the Steinberg Wellness Center and NCAA Division-I athletic teams. In addition, our off-campus ties include Pfizer Corporate Fitness, Brooklyn Nets, Velocity Sports Performance, La Palaestra Center for Preventive Medicine, and other clinical affiliations that specialize in athletic training, fitness, rehabilitation, and sports performance.

### M.S. Exercise Science

The Masters of Science in Exercise Science offers a comprehensive educational experience including lectures and laboratories on theory and applications of advanced exercise physiology concepts. Specific tracks serve to position graduates and career professionals in an ever-changing health care environment. The program is designed to enhance students' marketability by combining exercise science and sports nutrition with three well-established and popular areas of study: exercise physiology, strength and conditioning, and fitness for special populations. Although there are three distinct areas of study, the program also offers academic flexibility with several elective courses that may lead to professional certifications from nationally recognized organizations such as NASM, ACSM and NSCA. In addition, an active research laboratory allows students the opportunity to pursue their own data collection or get involved as volunteer or graduate assistants. The M.S. curriculum has an overall credit requirement of 36 credits with the intention of developing graduates that can be competitive across the academic and career landscape while providing students with an education that is both satisfying and valuable.

#### The tracks for the M.S. in Exercise Science include:

- Exercise Physiology and Sports Nutrition
- Strength and Conditioning and Sports Nutrition
- Fitness for Special Populations

### M.S., Exercise Science

[Program Code: 06922] (HEGIS: 1201)

#### Must Complete All Core Courses Listed Below.

EXS	501	Exercise Physiology in Chronic Disease I	3.00
EXS	510	Nutrition and Wellness in Physical Activity	3.00
EXS	524	Exercise and Fitness for People with Disabilities	3.00
EXS	535	Field Experience I	3.00
EXS	540	Research Methods in Exercise Science	3.00

#### Fitness for Special Populations Track

9 Credits for Fitness for Special Populations Track Requirements.

EXS	592	Physiology of Exercise for Healthy and Aging	3.00
EXS	650	Cardiopulmonary Health and Disease	3.00
EXS	502	Inclusive Fitness Certification	3.00

#### Exercise Physiology and Sports Nutrition Track

9 credits for Exercise Physiology and Sport Nutrition Track Requirements.

EXS	600	Exercise Physiology in Chronic Disease II	3.00
EXS	653	Advanced Laboratory Techniques in Exercise Physiology I	3.00
EXS	645	Sport Nutrition and Pharmacology	3.00

#### Strength and Conditioning and Sport Nutrition Track

Select 9 credits for Strength and Conditioning and Sport Nutrition Track Requirements.

EXS	507	Corrective Exercise Specialist Preparation	3.00
EXS	508	Certified Strength and Conditioning Specialist Preparation	3.00
EXS	615	Performance Enhancement Specialist Preparation	3.00
EXS	645	Sport Nutrition and Pharmacology	3.00

#### ELECTIVE COURSES

Students are required to take 12 credits of electives. For students interested in completing a Master's thesis EXS 799 and EXS 899 are required. Students should discuss their plan of study and elective options with their advisor. Courses will be offered occasionally depending upon demand.

EXS	527	Grant Writing for Health & Fitness Professionals	3.00
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EXS	507	Corrective Exercise Specialist (CES) Preparation	3.00
EXS	799	Research Thesis I	3.00
EXS	899	Research Thesis II	3.00
EXS	593	Functional Movement, Assessment & Program Design	3.00
EXS	705	Individual Problems	3.00
EXS	591	Business/Entrepreneurship in Exercise Science	3.00
EXS	650	Cardiopulmonary Health & Disease	3.00
EXS	518	Technology in Health & Disease	3.00
EXS	500	Personal Training Certification Preparation	3.00
EXS	502	Inclusive Fitness Certification	3.00
EXS	653	Advanced Laboratory Techniques Exercise Physiology I	3.00
EXS	654	Advanced Laboratory Techniques Exercise Physiology II	3.00
EXS	545	Field Experience II	3.00
EXS	565	Psychology of Exercise and Physical Activity	3.00
EXS	720	Neuroscience and Exercise	3.00
EXS	575	Fitness Management	3.00
EXS	555	Nutrition and Weight Management	3.00
EXS	594	Athletic Performance and Conditioning Post-Injury	3.00
EXS	509	Physical Activity in Public Health	3.00
EXS	531	Adapted Physical Ed for Individuals with Autism	3.00

#### Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.0

## Exercise Science Courses

### EXS 500 Personal Training Certification

#### Preparation

This course will provide students with the most current state-of-the-art fitness education. Students will be expected to have a firm grasp of the theories and facts involved with practical fitness testing and programming. Students will apply this information in a practical setting through the performance of laboratory exercises. Each lab will address the knowledge and skills that a fitness professional must possess to safely implement effective fitness programs. Students will be prepared to take personal training certification exam offered by the National Academy of Sports Medicine (NASM). This course has an additional fee.

*Credits: 3*

*Every Fall, Spring and Summer*

### EXS 501 Exercise Physiology in Chronic Disease I

A course designed to provide students with an in-depth understanding and appreciation of the effect of exercise in chronic illness. Class activities include theory-based lectures; group case studies and role-play using standardized patients. Students will learn how to analyze and interpret exercise and medical data as it relates to disease, and prescribe appropriate exercise parameters. This course has an additional fee.

*Credits: 3*

*Every Fall and Spring*

### EXS 504 Adaptive Sports and Athletes with

#### Disabilities

Sport has become a viable option for individuals with physical, mental and sensory disabilities. This course is focused on providing professionals in the field of exercise and sport science with the knowledge about sport and disability and its unique challenges. Students will learn about the history and future direction of disability sport, different sport organizations and opportunities, sport rules and classifications, modifications, adapted equipment and current issues. In addition, students will learn how to design safe and effective conditioning programs that will optimally prepare an athlete with a disability for competition in a specific sport. Demonstration and hands-on experiences will be emphasized.

### EXS 507 Corrective Exercise Specialist (CES)

#### Preparation

This course is designed to enable fitness professionals to expand their knowledge and abilities in human movement science. Students develop an expertise in injury prevention and recovery working with deconditioned and conditioned populations. Specifically students learn the movement assessment process using the Functional Movement Screen, gait analysis etc., and develop an individualized correct exercise program. Common conditions include low back pain, ACL

injuries and muscle imbalance. The course prepares students for the well-recognized NASM Corrective Exercise Specialist (CES) exam. This course has an additional fee.

*Credits: 3*

*Every Fall*

### EXS 508 Certified Strength and Conditioning

#### Specialist (CSCS) Preparation

This course covers topics such as sports physiology, sport specific conditioning and training, exercise physiology, instructional techniques, pediatric sports, functional movement training and developing balance, mobility, agility, speed, strength and power of an athlete. Students will learn program design variables for improving these areas. Students will be prepared to sit for the CSCS Certification exam administered by the National Strength and Conditioning Association (NSCA).

*Credits: 3*

*Every Fall*

### EXS 510 Nutrition and Wellness in Physical

#### Activity

A course designed to expose students to basic concepts of nutrition for non-athletic and athletic populations. Students will be introduced to daily requirements for macro-nutrients and will also analyze a nutritional recall. Emphasis is also placed on current nutrition and exercise guidelines essential for a healthy quality of life. This course has an additional fee.

*Credits: 3*

*Every Fall*

### EXS 518 Technology in Health and Disease

This course will explore the use of new devices and technologies currently utilized to monitor, assess, and evaluate healthy and disease states. Students will learn the theory behind the engineering of such devices as heart rate monitors, pedometers, accelerometers, and automated systems. Students will also have the opportunity to experience these items in real-time setting.

*Credits: 3*

*On Occasion*

### EXS 521 Functional Kinesiology

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology and an examination of movement patterns and configurations. Offered with SPS 151. Students will be required to complete additional skill sheets as part of the EXS section.

*Credits: 3*

*Every Fall*

### EXS 524 Exercise and Fitness for Special

#### Populations

This course provides didactic and practical

experiences in developing exercise programs for individuals who have a specific disability or health limitation including aging, arthritis, diabetes, intellectual disabilities, spinal cord injuries and asthma. This course covers applied methods of exercise prescription for individuals who require adaptations and modifications to an exercise program. This course covers a brief summary of the physiology and pathophysiology of each condition, selected research on each disability or health condition and translation of the research in practical exercise guidelines and functional fitness activities to facilitate effective program development. Class activities will include theory-based lecture and practical experiences in the functional training lab.

*Credits: 3*

*Every Fall and Spring*

### EXS 531 Introduction to Clinical Education in Athletic Training

This course is designed to introduce the athletic training student to the principles and practice of clinical skills involved in Athletic Training. Students will be assigned to a Preceptor at an approved clinical affiliation. The course is designed to acclimate the first year student to the clinical environment. Students will be introduced to injury evaluation process, organization and administration of an Athletic Training Facility, and begin to develop ethical and professional behaviors. 100 hours required at assigned clinical sites along with required class meetings.

*Credits: 3*

*Every Fall*

### EXS 535 Field Experience I

An opportunity for the student to gain experience in his or her chosen track by spending a minimum of 125 hours at a public or private organization. Students will be placed in areas related to their selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, Fitness for Special Populations or Applied Sport and Exercise Psychology.

*The pre-requisite of EXS 501 is required.*

*Credits: 3*

*Every Semester*

### EXS 539 Basic Biomechanics and Motion Analysis

This course will provide students with a fundamental understanding of mechanical principles and how those principles can be utilized to analyze human movement. Analysis of human movement with simple video, as well as 2 and 3-D motion capture and force platform technology will be introduced. The course will apply both qualitative and quantitative analysis of human movement to develop the student's observation and problem solving skills. Analysis of movement/sports skills, graphical presentation of kinematic and kinetic data, and simple projects will be conducted and presented in a laboratory setting. Students must spend an additional weekly hour in the

motion capture lab. Information will be presented and evaluated in the classroom and laboratory. Offered with SPS 189; additional requirements for EXS section.

*Credits: 3*

*On Demand*

#### **EXS 540 Research Methods in Exercise Science**

An introduction to various types of research designs and statistical methods relating to physical activity within the disciplines of exercise physiology, fitness for special populations, strength and conditioning, and athletic training. The student also learns to work with basic statistical research in the formulation of the various study designs. The student is able to apply the above to solve a particular research problem in their respective profession.

*Credits: 3*

*Every Fall and Spring*

#### **EXS 545 Field Experience II**

An opportunity for the student to gain additional experience in his or her chosen track by spending a minimum of 90 hours at a public or private institution. Students will be placed in areas related to selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, or Fitness for Special Populations.

*Credits: 3*

*Every Semester*

#### **EXS 555 Nutrition for Weight Management**

This course explores the various and intricate issues involved in weight management, from dietary, hormonal and environmental factors that influence weight gain/loss, to the manipulation of nutritional strategies employed in eliciting weight changes. The course provides students with an in-depth understanding of health issues associated with being overweight, obese or underweight and examines different approaches - both clinical and dietary, in managing weight, and the role of physical activity in the process. Students will learn how to perform an assessment of a client with regard to weight management, and decide which nutritional strategy to employ based on a client's weight goals (loss or gain) and lifestyle considerations. Different nutritional strategies will be explored including weight management for athletes, sedentary adults, children and individuals with specific health considerations. Students will learn about accepted parameters of health weight loss, healthy weight gain, and how to calculate these parameters to lose body fat and gain lean muscle in a healthy time frame. Additionally, students will investigate the role of nutrition in preventing chronic diseases associated with obesity, and gain experience in performing a client assessment and developing an appropriate weight management intervention program.

*Prerequisite of EXS 510 is Required*

*Credits: 3*

*Every Fall*

#### **EXS 556 Vitamins, Minerals and Phytonutrients**

This course will present students with an in-depth review of the role of vitamins, minerals and phytonutrients in promoting health and preventing disease. The course will review the structure of specific micronutrients, and their role in important metabolic processes such as energy production, their role in gene expression and DNA synthesis, and their specific roles in the prevention of chronic diseases. Students will review symptoms and consequences of vitamin and mineral deficiencies and toxicity, biomarkers and measures of micronutrient status, and review current research on vitamin and mineral supplementation.

Additionally, students will explore the role of phytonutrients in the prevention of chronic diseases and athletic performance, with a focus on specific physiological benefits and mechanisms of action. The course will address current supplementation practices and recommendations for specific nutrients, both in clinical and athletic settings based on health status and standards. Finally, students will explore various food sources of micronutrients and develop an understanding of how to structure a micronutrient-rich diet to prevent deficiencies and meet specific health and performance related needs and goals. Students should have a basic nutrition course before this course.

*Credits: 3*

*Every Fall*

#### **EXS 560 Sports Psychology, Theory and Practice**

This course will enable students to apply the basic principles of sport psychology directly to competitive athletes. By understanding the relationship between sport psychology and athletic performance, students will be better prepared to achieve professional goals in the areas of coaching, exercise science and strength and conditioning for athletes.

*Credits: 3*

*Every Spring*

#### **EXS 567 Advanced skills in applied sports and exercise psychology**

Advanced Skills in Applied Sport and Exercise Psychology will teach students effective communication and interviewing techniques keeping in mind ethical practice in applied sport and exercise psychology. This course focuses on interviewing skills and strategies to build healthy, supportive, and therapeutic working relationships with athlete(s) and/or exerciser(s) across the lifespan. In addition, using evidenced-based counseling, health, and exercise psychological principles, theories, and techniques, students will develop the foundational skills needed to communicate within health and/or exercise settings. This course will be taught in a blended environment which will include online activities and in-class workshops that will require students to apply and practice course material in both traditional and online classroom environments.

*Credits: 3*

*Every Fall*

#### **EXS 578 Psychology of Women's Health and Physical Activity**

The Psychology of Women's Health and Physical Activity takes an interdisciplinary approach to examining the social, cultural, political, and environmental influences on health and physical activity among women. In addition, the student will learn theoretical and philosophical perspectives on gender and sport as well as contemporary issues related to women and sport from historical, psychological, and sociological perspectives.

*Credits: 3*

*Every Fall*

#### **EXS 590 Functional Movement, Assessment, and Program Design**

This course will help students identify muscular imbalances and determine deficits that may be overlooked during a traditional performance evaluation. Students will become proficient in the functional movement screen and be able to pinpoint functional deficits related to proprioceptive, mobility and stability weaknesses. Students will learn exercise progressions to correct muscular imbalances and incorporate them into a complete functional training program.

*The pre-requisite of EXS 507 is required.*

*Credits: 3*

*On Occasion*

#### **EXS 591 Business/Entrepreneurship in Exercise Science**

In this course students will actively participate in the development of their personal brand in the field of Exercise Science. Students will learn how to build their own business in their preferred area(s) of exercise science, given that it is scalable and repeatable. The course will be detail-oriented, focusing on proactive strategy for every aspect of a potential business in which the student is the owner, with tangible outcomes for students.

Business models will be presented in such areas of exercise science as Clinical Exercise Physiology, Advanced Personal Training, Facility Management, Fitness Technology, Nutrition and Supplementation, Academia and other ancillary Fitness Businesses.

*Credits: 3*

*On Occasion*

#### **EXS 592 Physiology of Exercise for Healthy and Aging**

This course applies the science of exercise physiology to an analysis of the aging process. It identifies the positive effects that regular exercise and physical activity have on longevity, delaying specific diseases, decreasing morbidity and increasing quality of life. Course content focuses on three groups found in the aging and health spectrum; average aging individuals, frail elderly and master athletes.

*The pre-requisite of EXS 524 is required.*

*Credits: 3*

*Alternate Spring*

### **EXS 594 Athletic Performance and Conditioning Post Injury**

This course will discuss transitioning the recovered injured athlete to working with the Strength & Conditioning Professional. Topics will include post neck/head, shoulder, elbow, wrist, hand and knee injuries. Students will also learn how to consider such factors as recovering from surgical procedures, types and severities of prior injuries, phases of rehabilitation and determining current guidelines for clearance to participate in their sports.

The course will further explore the role of the strength and conditioning professional to utilize their screening techniques, design the proper conditioning program based on their sport, develop a timeline to performance, and implement various training approaches to further enhance strength, power, and performance.

*Credits: 3*

*Every Fall*

### **EXS 600 Exercise Physiology in Chronic Disease II**

Lecture topics in this course will focus on pathophysiological content related to chronic disease. Students will learn how to apply testing and training techniques used in chronic disease populations through role play and simulated environments. The latest concepts of the role of exercise, fitness, and physical activity on diseases such as asthma, type II diabetes, obesity, heart failure, osteoporosis, and aging will be discussed. There will also be a laboratory focus on diagnostic testing (e.g., ECG) in chronic conditions (i.e., asthma, COPD, CAD).

*The pre-requisite of EXS 501 is required.*

*Credits: 3*

*Every Spring*

### **EXS 615 Performance Enhancement Specialist Preparation**

Students will learn progressive integrated training techniques and programs to enable athletes to perform at the highest level. Utilizing National Academy of Sports Medicine (NASM) optimum performance training methodology, students will learn how to individualize training programs and deliver consistent results in performance enhancement and reconditioning. Additional course fees will cover review materials and registration for the NASM PES Certification exam.

*Credits: 3*

*Every Spring*

### **EXS 620 Advanced Exercise Prescription and Program Design**

Students will undergo informative discussion on the basic components of fitness and their relation to assessment and evaluation of athletes, non-athletes and special populations. This course will consist of a strong practical component where under the supervision of a faculty member, students

develop a model program of exercise prescription focused on current recommendations for fitness and health, emphasizing metabolic equations set forth by governing bodies such as the American Heart Association and the American College of Sports Medicine. This course is appropriate for students interested in clinical work upon graduation.

*Credits: 3*

*Every Spring*

### **EXS 645 Sports Nutrition and Pharmacology in Sports**

This course will cover content related to pharmacology and supplementation and is designed to meet specific athletic training competencies in pharmacology. Course content will provide students with a strong foundation in the area of sports nutrition and supplementation. The impact of supplementation, nutrition and pharmacological agents on athletic performance will be discussed. The content of this course is designed to equip students with the knowledge, skills and abilities necessary to become certified sports nutritionists via the International Society of Sports Nutrition (ISSN). Course activities will include current topic debates, theoretical concepts and analysis of current research in the areas of pharmacology and sports nutrition.

*Credits: 3*

*Every Spring*

### **EXS 650 Cardiopulmonary Health and Disease**

This course is designed to provide the student with a basic understanding of current topics in cardiovascular health, the pathophysiology of disorders limiting exercise, the significance in athletes and those with such conditions/disease, and management of these disorders through exercise and nutrition. Topics to be addressed include, cardiomyopathies, ischemia, infarction, coronary artery disease, valvular diseases, peripheral arterial diseases, and atherosclerosis. Special topics to be covered include; the affects of obesity, metabolic syndrome, diabetes mellitus, and endocrine disorders on the cardiovascular systems. Additionally an emphasis on the affects of nutrition and exercise on cardiovascular health and disease will pervade each discussion and will be also addressed as independent topics.

*The pre-requisite of HS 501 is required.*

*Credits: 3*

*Every Fall*

### **EXS 655 Pathology and Illness in Sport and Physical Activity**

The study of disease processes associated with a variety of systems of the human body including, but not limited to cardiovascular, neurological, musculoskeletal, gastrointestinal, renal, hepatic, and respiratory systems. Special emphasis is placed on the relationship between a variety of such diseases and how they may affect human performance and rehabilitation. Demonstration

and laboratory reinforced material presented in lecture.

*Credits: 3*

*Every Spring*

### **EXS 680 Clinical Exercise Physiologist Certification Preparation**

This course will prepare exercise science students to take the American College of Sports Medicine (ACSM) certified Clinical Exercise Physiologist (CEP) exam. Students will learn how to conduct pre-participation health screening, maximal and submaximal graded exercise tests and perform strength, flexibility and body composition tests for patients and clients challenged with cardiovascular, pulmonary and metabolic diseases and disorders., as well as with apparent healthy populations. Additional course fee will cover review materials and registration for the ACSM and CES Certification Exam.

*The pre-requisites of EXS 501, EXS 600 and EXS 653 are required.*

*Credits: 3*

*Every Spring*

### **EXS 705 Individual Problems**

The course provides an opportunity to select and research a topic of interest. The student must present and orally defend his or her research findings.

*Credits: 3*

*Every Fall, Spring and Summer*

### **EXS 720 Neuroscience and Exercise**

A study of the gross and microscopic structures and functions of the human nervous system, including the spinal cord and peripheral and autonomic nervous systems as they pertain to physical activity and disease. Laboratory examinations of human models are offered. A sequence of lectures is given with laboratory work.

*Credits: 3*

*On Occasion*

### **EXS 798 Research Thesis I**

Students choosing this option will select a research topic in their field of study in consultation with a faculty advisor. Students enrolled for Thesis I will complete a written thesis proposal for faculty to review. The proposal should include the purpose, hypothesis, methodology and literature review. Implementation of their proposed research is contingent upon faculty and IRB approval. This course has an additional fee. Pass/Fail.

*Credits: 3*

*On Demand*

### **EXS 899 Research Thesis II**

Students enrolled in this course will complete their research begun in Thesis I and writing a dissertation and oral defense. Issues regarding the statistical analyses and interpretation of research findings are of primary concern. The completion of the thesis is contingent upon faculty approval and meeting university guidelines for thesis submission.

This course has an additional fee. Pass/Fail.

*Credits: 3*

*On Demand*



## OCCUPATIONAL THERAPY PROGRAM

The Occupational Therapy Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, participate in community-service learning, refine cultural sensitivity and practice skills, use health promotion in community settings, utilize an activity to promote health and independence, and develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. Students must complete the liberal arts and sciences core curriculum, which offers a rich base of sciences, humanities, and social sciences, before entering the professional phase of the program; a minimum of 60 credits in the liberal arts and sciences for the baccalaureate degree is required.

Occupational therapy is a vital healthcare and rehabilitation profession whose practitioners help clients to develop or restore and sustain the highest quality of productive life to persons recovering from illness or injury. Occupational therapy is the therapeutic use of self-care, work/productive tasks, and play/leisure activities to increase independent function, enhance development, and prevent disability. The term occupation refers to activities that are meaningful to the individual within the environments in which the person lives and functions. Occupational therapy promotes healthy lifestyles, prevents disability, and facilitates active participation through occupation. It includes adapting tasks and the environment to maximize independence and quality of life. Occupational therapists help people adapt to changes resulting from the disability and the aging process, focus on illness and injury prevention, and promote healthy and satisfying lifestyles for people of all ages.

Our faculty is actively involved in promoting community health and wellness through funded research and programs assisting people to achieve their highest level of functioning within the context of their own communities. Our students are involved in these activities as part of their training since their first year in our program. Using a variety of teaching methods and the integration

of technology in the coursework, our students develop a comprehensive understanding of the practice and build their research skills. Embedded in our curriculum are activities that enhance students' communication and critical thinking skills contributing to personal and professional growth. Our students are prepared for successful clinical careers and leadership roles within their professional community.

### B.S./M.S. Occupational Therapy

#### ADMISSIONS

Our program presents an excellent opportunity for high school students who want to pursue a degree in occupational therapy. High school students can complete a B.S./M.S. degree in Occupational Therapy in 5 years (2 years for the completion of the pre-requisites and 3 years for the professional phase of the program). Our program also presents a great opportunity for college students and college graduates with a degree in another field who want to pursue a career in occupational therapy.

Students seeking entrance into health and human service professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in the field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on their eligibility to obtain licensure or certification. A criminal conviction and/or the use of illegal drugs may impede licensure in New York State. Students who have had a prior conviction are advised to contact NBCOT ([www.nbcot.org](http://www.nbcot.org)) for clearance before beginning their academic program. For a fee, NBCOT will review the circumstances which led to a conviction and the individual's record and render a decision concerning whether or not the individual would qualify to work as an occupational therapist.

#### Application Policies and Procedures

Both high school graduates and college transfer students may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

#### Application Process for High School Students:

Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply as a pre-occupational therapy candidate. They need to apply using the LIU main application system from our Admissions office: [www.liu.edu/Brooklyn/Admissions](http://www.liu.edu/Brooklyn/Admissions). Upon acceptance, students need to complete 60 pre-requisites and then apply for the professional phase of the program (please see details below). To maintain status as a pre-occupational therapy

candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

#### Application and Selection Process for College Students and Graduates:

The Occupational Therapy program accepts transfer students with or without a degree. LIU students can apply directly to the Department of OT at LIU (no OTCAS application is necessary). All students are required to submit 3 recommendation letters, a personal statement, and verification of a minimum of 50 hours of observation or volunteer work with a licensed occupational therapist; 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and more than one setting. Admission application and reference letterforms can be obtained from the OT Department (*2nd Floor, Pratts Building, Room 224, 718-780-4508*).

Transfer students need to apply via the OTCAS system: [www.otcas.org](http://www.otcas.org). If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete your online application. Our department has direct access to those records.

1. Students are required to provide the following items when submitting their application, or your application cannot be processed.
  - 3 letters of recommendation
    - Your application will not be considered complete until all three reference letters are on file with OTCAS by the deadline
    - We REQUEST that letters of recommendation be completed by people who know you well; for example, college professors, academic counselors, and/or employers, and by at least one occupational therapist.
  - Personal Statement
    - In your statement explain your career goals, your interest in occupational therapy, past work/volunteer experience that is relevant, and if there is a specialized area of occupational therapy that interests you most. You may also wish to describe your experience with illness and disability, whether the experience is your own or that of a family member or close friend.
  - Verification of a minimum of 50 hours of volunteer work with a licensed occupational

therapist. 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and more than one setting. We are requiring that verification of these hours are provided.

OTCAS has a function that allows applicants to have their hours verified by either uploading a document or electronically requesting verification from the OT. Please make sure verification is submitted for all hours for consideration.

- Curriculum Vitae

**INTERVIEW**

2. Due to the competitive nature of the program, unfortunately, only eligible students will be invited for an interview. The following criteria will be considered to determine eligibility for an interview:

- Meeting application deadline with a verified application
- Cumulative GPA as well as Science GPA
- Volunteer experience and extracurricular activities
- Writing competency (personal statement, curriculum vitae)
- Letters of recommendation

**The Occupational Therapy program publishes the application deadline on the website.** All students are accepted to begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work **must** be completed before entering the program in September. We encourage students to meet with faculty in the Department of Occupational Therapy to prepare their applications and to make sure that prerequisites are completed.

**Pre-requisites**

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of **3.0**. A **3.0** minimum cumulative grade point average is also required in both liberal arts and sciences courses. An **average GPA of 3.0** in the four biology pre-requisite courses is preferred (BIO 3, 4, 137, & 138). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

**Prerequisite Courses for LIU Students and Transfer Students Without a Degree**

Biology (with lab)	(Bio 1 or 3, 2 or 4)	8 credits
Anatomy & Physiology I	(Bio 137)	4 credits

Anatomy & Physiology II	(Bio 138)	4 credits
Finite Math	(Math 16)	3 credits
Statistics	(Math 100, Psy 150)	3 credits
General Psychology	(Psy 3)	3 credits
Developmental Psychology	(Psy 107)	3 credits
Abnormal Psychology	(Psy 110)	3 credits
English Composition	(Eng 16)	3 credits
English Literature	(Eng 61-64)	3 credits
Intro Sociology or Anthropology	(SOC 3)	3 credits
History	(His 1, 2)	3 credits
Philosophy	(Phil 61, 62)	3 credits
Oral Communication	(Spe 3)	3 credits
Foreign Language		3 credits
ART, DNC, MUS, THE, MA		3 credit
Liberal Arts		5 credits
		<b>*60 credits</b>

\* Each Applicant is required to complete an additional 5 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 4 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is **\*60 credits**. All prerequisite course work must be completed before initiation of professional-phase course work.

**Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)**

General Biology (with lab)		8 credits
Anatomy & Physiology I		4 credits
Anatomy & Physiology II		4 credits
Algebra		3 credits
Statistics		3 credits

General Psychology	3 credits
Developmental Psychology	3 credits
Abnormal Psychology	3 credits
English Composition and/or Literature	6 credits
Intro Sociology or Anthropology	3 credits

**\*40 credits**

\*The total prerequisite credit requirement for entry into the program is **\*60 credits**. Completion of the 20 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed before initiation of professional-phase course work.

For more information about our program visit our website:  
[www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy](http://www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy)

**Academic Standards**

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers, and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

**Occupational Therapy Curriculum**

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The developmental nature of our curriculum allows students to be introduced, practice and master core competencies about the clinical practice of Occupational Therapy. The curriculum is brought to life through organizing strands, which serve to infuse the mission and philosophy of the program into each course. The courses are organized into sequences that aim to gradually enable students' learning and professional competency.

The organizing strands for the curriculum are:

1. Clinical reasoning/evidence-based practice/research
2. Engagement in meaningful occupation

3. Health promotion, prevention, and wellness
  4. Professional socialization/community service
- The occupational therapy program will allow you to:
- Focus on your individual professional growth and development
  - Participate in community service learning
  - Enhance cultural sensitivity and practice skills
  - Use health promotion in community settings
  - Develop skills to treat the whole person including physical, cognitive, and psychosocial needs
  - Use the purposeful activity to promote health and independence
  - Prepare for a successful career and leadership roles within the Occupational Therapy profession.

Students spend their first year completing 72 hours of community service that introduces them to service-learning experiences related to life-span development and understanding of occupations. During the second of the curriculum, students participate in an enriched clinical component (Fieldwork I) that includes several supervised part-time experiences with clients and patients of all ages, located in a variety of medical, educational, and community-based organizations. In the third year, students participate for seven months in full-time fieldwork (Fieldwork II) that includes 3 rotations of 8-10 or 12 weeks in a variety of clinical, educational, or community settings (focus is on: mental health, physical disabilities, pediatrics). Students also have the unique opportunity to design and implement a four-credit research project in which they conduct a faculty-mentored research project.

**Community Service**

Students will be prepared to ultimately work in the urban environment, which presents unique challenges to health care provision. Consistent with the mission of LIU Brooklyn to provide service to the community, occupational therapy students will participate in community service-learning experiences. The curriculum emphasizes the importance of community service learning, cultural competence, and the relationship of the environment to health and illness. Students must have early and consistent exposure to the community facilitated through developmental learning activities. The community-based learning experiences will foster a deep appreciation of the broad spectrum of social, cultural, political, and economic forces that shape this environment and influence the individual in their daily activities and valued occupations.

**Fieldwork Education**

Fieldwork education constitutes an integral part of the course of study. It provides an excellent opportunity for students to acclimate themselves to the healthcare setting, practice selected aspects of occupational therapy, observe various types of

healthcare settings, and develop their professional competence.

The fieldwork education component begins with a 10-week clinical experience in the fall of the second professional year. The following fieldwork experiences gradually become more demanding and varied in nature. The program concludes with fieldwork experience, with a minimum of 28 weeks in the fall/spring/summer semesters in the final graduate year at LIU Brooklyn (at which time students will be responsible for providing all occupational therapy services to their caseload, under the supervision of licensed occupational therapists).

Many of our clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers, and students affiliated with the site. Therefore, the LIU Brooklyn students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check and/or drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. If a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

**Accreditation**

The entry-level occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE’s telephone number, C/O AOTA, is (301) 652-AOTA and its web address is WWW.ACOTEONLINE.ORG. The program is registered with the New York State Education Department. Graduates will be eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, the individual will be an Occupational Therapist Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure

**B.S./M.S. Occupational Therapy**

**B.S. / M.S., Occupational Therapy**  
*{Program Code: 21843} {HEGIS: 1208.0}*

**Graduation Requirements**

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

**Orientation**

FYS 01 First-Year Seminar 1.00

**Core Curriculum Requirements (34-35 credits)**

*Humanities*

English Composition - ENG 16 or 16 X 3.00  
 English Literature: ENG 61, 62, 63 or 64 3.00  
 Philosophy: PHI 60 3.00  
 Foreign Language 3.00

*Social Sciences*

History 3.00  
 Anthropology, Economics, History, Political Science, Psychology, or Sociology 3.00  
 Anthropology, Economics Political Science, Psychology, Sociology 3.00

*Science and Mathematics*

Mathematics: MTH 15 or 16 (3-4 credits) 4.00  
 Laboratory Science: BIO 1 or 3 4.00

*Communication, Visual & Performing Arts*

Oral Communications: SPE 3 3.00  
 Art, Dance, Journalism, Music, Theatre, Media Arts 3.00

**Ancillary Requirements:**

**Must complete one of the following (completes sequence):**

BIO 2 General Biology 4.00  
 BIO 4 Life: Its Origin, Maintenance and Future 4.00

**Must complete both courses**

PSY 31 Lifespan Developmental Psychology 3.00  
 PSY 110 Abnormal Psychology 3.00

**Must complete one of the following courses**

MTH 100 Introductory Statistics 3.00  
 PSY 150 Statistics in Psychology 3.00

**Must complete both courses:**

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

**Liberal Arts & Sciences electives:**

5 credits in LA&S electives are required.

**Occupational Therapy Professional  
Phase Requirements**

**Occupational Therapy Professional Phase -  
Year 1 Requirements (45 credits)**

OT	100	Introduction to Occupational Therapy	2.00
OT	106	Therapeutic Skills 1: Interpersonal Skills	2.00
OT	110	Human Development and Occupation 1: Pediatrics	3.00
OT	111	Human Development and Occupation 2: Adolescence/Adults	2.00
OT	112	Human Development and Occupation 3: Geriatrics	2.00
OT	119	Anatomy - Kinesiology	5.00
OT	120	Theory 1: Introduction	2.00
OT	121	Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics	3.00
OT	129	Kinesiology 2	4.00
OT	140	Neuroscience	5.00
OT	201	Professional Development 1: Occupational Therapy Student Academic Experience	2.00
OT	202	Professional Development 2: Communication Skills	1.00
OT	203	Professional Development 3: Advocacy and Disability Perspectives	1.00
OT	206	Therapeutic Skills 2: Group Process	3.00
OT	220	Theory 2: Learning Theories Applied to Practice	2.00
OT	301	Skills for Living 1: Play and Leisure	3.00
OT	302	Skills for Living 2: Work	3.00

**Occupational Therapy Professional Phase -  
Year 2 Requirements (49 credits)**

OT	122	Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics	3.00
OT	200	Fieldwork Level I: Geriatric Practice	1.00

OT	205	Professional Development 5: Health Promotion	1.00
OT	210	Fieldwork Level I: Mental Health Practice: Adolescents and Adults	1.00
OT	215	Fieldwork Level I: Physical Disability Practice: Adolescents and Adults	1.00
OT	303	Skills for Living 3: Self Care	3.00
OT	306	Therapeutic Skills 3: Teamwork and Leadership	2.00
OT	320	Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice	4.00
OT	330	Practice 1: Mental Health - Adolescents, Adults and Geriatrics	5.00
OT	420	Theory 4: Physical Disabilities Sets of Guidelines for Practice	5.00
OT	430	Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics	5.00
OT	431	Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics	4.00
OT	432	Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics	2.00
OT	506	Therapeutic Skills 5: Technology and Assistive Devices	2.00
OT	520	Theory 5: Research	3.00
OT	533	Medical Conditions 3: Pediatrics	3.00
OT	620	Theory 6: Research Proposal	2.00
OT	720	Theory 7: Community Practice & Health Promotion	2.00

**Occupational Therapy Professional Phase -  
Year 3 Requirements (28-34 credits)**

OT	507	Therapeutic Skills 6: Organization & Administration	3.00
OT	510	Level II: Fieldwork I	5.00
OT	511	Level II: Fieldwork II	5.00

OT	512	Level II: Fieldwork III	4.00
OT	513	Level II: Fieldwork IV (Elective)	2.00-4.00
OT	530	Practice 5: Pediatrics	5.00
OT	535	Fieldwork Level I: Practice 3: Pediatrics	1.00
OT	716	Professional Development 6: OT Student Clinical Experience	1.00
OT	820	Theory 8: Community Practice Research Project	4.00

**Credit and GPA Requirements**

Minimum Total Credits: 182  
 Minimum Liberal Arts and Sciences Credits: 60  
 Minimum Major Credits Undergraduate: 72  
 Minimum Major Credits Graduate: 50  
 Ancillary Course Requirements: See Above  
 Minimum Major GPA: 3.0  
 Minimum Overall GPA: 3.0

## Occupational Therapy Courses

### **OT 100 Introduction to Occupational Therapy**

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

*The pre-requisites of PSY 107, 110 and admission to the OT program are required. Co-requisite of OT 106, 110, 140, 201, and 301 are also required.*

*Credits: 2*

*Every Fall*

### **OT 106 Therapeutic Skills 1: Interpersonal Skills**

This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction. Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a "Helping Professional" and will show sensitivity when using new interpersonal skills in the experiential setting.

Prerequisites: PSY 107 and 110, 1 Sociology or Anthropology course and Admissions to the OT program.

*The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required. Co-requisites of OT 100, 110, 140, 201, and 301 are required.*

*Credits: 2*

*Every Fall*

### **OT 110 Human Development and Occupation 1: Pediatrics**

This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and

development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

*The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required. Co-requisites of OT 106, 100, 140, 201, and 301 are required.*

*Credits: 3*

*Every Fall*

### **OT 111 Human Development and Occupation 2: Adolescence/Adults**

This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the age-related needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

*Pre-requisite of OT 110, OT 106, OT 110, OT 140, OT 201, and OT 301 are required.*

*Credits: 2*

*Every Spring*

### **OT 112 Human Development and Occupation 3: Geriatrics**

Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and diversity are examined in depth. Assignments and community service experiences integrated in this

course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the process of adaptation in elders.

*The pre-requisite of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 121, OT 129, OT 220, and OT 302 are required.*

*Credits: 2*

*Every Summer*

### **OT 119 Anatomy - Kinesiology**

This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students' understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

*Pre-requisite of OT 100, OT 106, OT 110, OT 140, OT 201, and OT 301 are required.*

*Credits: 5*

*Every Spring*

### **OT 120 Theory 1: Introduction**

This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information largely developed by the disciplines is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive assignments that are gradually revised using the professor's feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision

making skills by assessing a client's occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g., books, film, and video) and scientific literature.

*The pre-requisite of OT 100, OT 106, OT 110, OT 140, and OT 201, and OT 301 are required.*

*Credits: 2*

*Every Spring*

### **OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics**

This course is a study of the medical, neurological, and orthopedic conditions that commonly occur during the life span of adolescents, adults, and the elderly. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered.

*The co-requisites of OT 129, 112, OT 121, OT 220 and OT 302 are required. The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, OT 206 are required.*

*Credits: 3*

*Every Summer*

### **OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics**

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person's occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span.

*The pre-requisites of OT 112, OT 121, OT 129, OT 220, OT 302 are required. The co-requisites of OT 200, OT 303, OT 306, OT 320 and OT 420 are required.*

*Credits: 3*

*Every Fall*

### **OT 129 Kinesiology 2**

This lecture/lab course provides an introduction to the analysis of the human motion. It includes the study of muscle function and biomechanics of the human body. The course content integrates principles of kinesiology with muscle testing and

goniometry. Changes in movement patterns across the life span are included. It provides didactic and practical experience with examination of movement principles. The impact of biomechanics on functional performance is also discussed. Students learn to apply principles of kinesiology, muscle testing and goniometry in clinical cases.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 121, OT 220, and OT 302 are required*

*Credits: 4*

*Every Summer*

### **OT 140 Neuroscience**

This course provides students with an understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and golgi tendon organs). The neuroanatomical and physiologic functions of special senses include: the vestibular system, vision, audition, olfaction, gustation, and proprioception. The neurologic substrates of motor control, stress/emotions/motivation, learning and memory, the aging of the brain, and neuroplasticity is also reviewed. Students will learn to use their knowledge of neuroanatomical and physiologic functions of the central nervous system (CNS) to understand CNS disease, dysfunction, and injury (e.g., spinal cord injury, traumatic brain injury, schizophrenia, coma, Parkinson's, sensory integrative disorders). Students will also use their knowledge of neuroanatomy and physiology to begin to understand the neurologic theories underlying specific occupational therapy practices (e.g., NDT - Neurodevelopmental Treatment, PNF - Proprioceptive Neuromuscular Facilitation, SI - Sensory Integration, and splinting and casting). Lab will provide the opportunities for students to directly examine human brain specimens, practice clinical neurologic exams, and develop clinical problem identification skills through case studies. During lab sessions students are also exposed to real life clients with neurological damages and learn the functional impact of the neurological problems (using the "clinic in the classroom" approach).

*The pre-requisites of BIO 3, 4, 131 and 132 are required and the student must be in the Occupational Therapy major in order to register for this course. The co-requisites of OT 100, OT 106, OT 110, OT 201, and OT 301 are required.*

*Credits: 5*

*Every Fall*

### **OT 200 Fieldwork Level I: Geriatric Practice**

This course provides the opportunity for students

to directly experience occupational therapy practice with a geriatric population in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar both in person and on-line accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/ community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The pre-requisites of OT 112, 121, 129 OT 220 and OT 302 are required. The co-requisites of OT 122, OT 303, OT 306, OT 320 and 420 are required.*

*Credits: 1*

*Every Fall*

### **OT 201 Professional Development 1: Occupational Therapy Student Academic Experience**

This course focuses on foundation skills to support professional education and personal development as an occupational therapy student. Course content will include student work with self-management and health promotion, learning styles and learning skills, learning contracts, study skills, test-taking skills, use of support groups and refinement of active listening, and goal setting. Students develop e-portfolios and begin to recognize themselves in their new professional roles. Students develop and expand skills in computer literacy, improve utilization of library and data bases for review of professional literature, and start to develop experience with scientific and professional writing and speaking. Students will participate in writing groups with tutors from the Writing Center to identify areas for skill development in writing and refine written communication skills, critical thinking and problem solving. This course is part of our enrichment program.

*Occupational Therapy majors only. Co-requisites of OT 100, 106, 110, 140 and 301 are required.*

*Credits: 2*

*Every Fall*

### **OT 202 Professional Development 2: Communication Skills**

Students will continue to refine professional communication skills in the areas of written, graphic, and oral presentation. Students will identify areas for refining professional behavior, ongoing professional development, and continuing competency in academic and community contexts. Students continue to assemble an ePortfolio

reflective of their ongoing professional development. They will formulate a professional development goal and continue to identify their focus for personal wellness, study skills and stress management. Students will also review how to present themselves in professional interviews for employment, scholarship applications, fieldwork experiences and to promote the profession through community and legislative advocacy. Students will expand knowledge of resources to research professional and current literature content, broaden understanding of evidence-based practice and literature reviews, further develop skills in using media, and creative arts for professional, patient, consumer, client and community education, practice and advocacy.

*Pre-requisites of OT 100, 106, 110, 201, and 301 are required.*

*Credits: 1*

*Every Spring*

### **OT 203 Professional Development 3: Advocacy and Disability Perspectives**

The course provides principles of advocacy for Occupational Therapy and Advocacy for our clients. Professional issues related to State and National Advocacy groups for OT as well as, current professional topics for advocacy are discussed. Students learn the importance and the nature of participation in professional advocacy. In this course students also examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caregivers. Methods of instruction include literature review, media resources, narratives, and in-class interviews with people with a range of stigmatizing conditions. Major civil rights legislation and the disability rights movement will be explored and different models of viewing disability will be reviewed. Students will enhance their understanding of the importance of practitioner, consumer and patient advocacy to promote empathy and skills in client-centered practice. Students will increase sensitivity and skills required in the implementation of client-centered practice with people with a wide range of physical, psychological, and socially stigmatizing conditions.

*The pre-requisites of OT 100, 106, 110, 140, and 201 are required.*

*Credits: 1*

*Every Spring*

### **OT 205 Professional Development 5: Health Promotion**

Consideration of current public health initiatives designed to improve the quality of health, eliminate disparities, and explore occupation-based interventions to address major indicators of poor health, to prevent disorders and to maintain wellness. The course will examine evidence-based practice, intervention programs, evaluation and outcome assessments for wellness, health promotion and quality of life. A range of approaches supporting health promotion and

disease prevention in various populations, in institutional, community and home settings will be examined. Students will begin to develop skills in using occupational therapy interventions to enhance the quality of life and well-being. A variety of health-related occupations using traditional, alternative and complementary activities will be demonstrated and practiced. Areas of focus include enhancing coping and adaptation with stress management, time management, pain management, smoking cessation, and withdrawal from substances. Patterns of diet, physical activity, psychological states and attitude, social activities, and the role of spirituality in practice reflecting sociocultural/economic, diversity, cultural and life span factors are examined.

*The pre-requisites of OT 122, 200, 303, 306, 320, and 420 are required. Co-requisites of OT 210, 215, 330, 430, and 431 are required.*

*Credits: 1*

*Every Spring*

### **OT 206 Therapeutic Skills 2: Group Process**

A group process course for treatment, teamwork, and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process.

*The pre-requisites of OT 100, 106, OT 110, OT 140, OT 201 and OT 301 are required.*

*Credits: 3*

*Every Spring*

### **OT 210 Fieldwork Level I: Mental Health**

#### **Practice: Adolescents and Adults**

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long/short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The pre-requisites of OT 200, OT 303, OT 306, OT 320, OT 420 and OT 122 are required. The co-requisites of OT 205, OT 215, OT 330, OT*

*430 and OT 431 are required.*

*Credits: 1*

*Every Spring*

### **OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults**

This course provides the opportunity for students to directly experience occupational therapy practice in adolescents/adults with physical disability in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The co-requisites of OT 205, OT 210, OT 330, OT 430 and OT 431 are required. The pre-requisites of OT 121, 129, 303 and 420 are required.*

*Credits: 1*

*Every Spring*

### **OT 220 Theory 2: Learning Theories Applied to Practice**

This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Transtheoretical Model (Prochaska & DiClemente), Theory of Multiple Intelligences (Gardner), Learning Styles Model (Dunn & Dunn), Motor Learning, Behaviorism and Model of Human Occupation (MOHO). Characteristics of therapists and environments that facilitate positive change are examined. Learning styles and learning contracts that are sensitive to multicultural concerns and literacy levels of patients, clients, and caregivers are explored. The course is also focused on professional writing and the ability of the students to review literature and summarize it in a logical and comprehensive manner.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203 and OT 206 are required. The co-*

requisites of OT 112, OT 121, OT 129, and OT 302 are required.

Credits: 2

Every Summer

### **OT 301 Skills for Living 1: Play and Leisure**

This course has a dual focus: play and leisure across the life span and activity analysis and synthesis.

Meaningful occupation, with a specific focus on play and leisure will be examined in a social and cultural contexts and temporal contexts of age, developmental and life cycle stages, and disability status. Content includes the role of play and leisure in health promotion and disability prevention, and the screening and assessment of play and leisure. Students develop skills in task and activity analysis, activity modification and adaptation based on an occupational performance model.

*The pre-requisites of PSY 107 and 110; and SOC 3 are required in order to register for this course. The co-requisites of OT 100, OT 106, OT 110, OT 140, and OT 201 are required.*

Credits: 3

Every Fall

### **OT 302 Skills for Living 2: Work**

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 220, OT 129 and 121 are required.*

Credits: 3

Every Summer

### **OT 303 Skills for Living 3: Self Care**

This course provides students with the opportunity to examine the meaning of self-care activities throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and

socio-cultural factors) influence self-care activities will be explore. Students will have the opportunity to practice activity analyses of self-care tasks (for specific populations, age groups, socio-cultural environments, etc.). Students will also practice the clinical techniques of grading and adaptation of self-care activities in accordance with an individual's disability status. There will be opportunity to practice grading and adaptation self-care skills, through case studies and problem-based learning activities. Students will have the opportunity to identify a variety of screenings, assessments, and intervention methods for clients who have disabilities, which interferes with self-care activities. The students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning. *The pre-requisites of OT 112, OT 121, OT 129, OT 220 and OT 302 are required. The co-requisites of OT 122, OT 200, OT 306, OT 320, and OT 420 are required. The student must be in the Occupational Therapy major in order to register for this course.*

Credits: 3

Every Fall

### **OT 306 Therapeutic Skills 3: Teamwork and Leadership**

This course will introduce students to the conceptual, interpersonal and self-knowledge components of teamwork and leadership. Practice in applying theory and skills to teamwork will prepare students for developing competence in interdisciplinary collaboration, client and family centered intervention and health promotion. Roles and contribution of the full range of participants from various practice domains in institutional, professional and community settings will be explored. Students will examine approaches to problem solving, ethical challenges and conflict-handling styles in leadership. Students will be introduced to mentorship models and strategies that support effective supervision. Students will design and implement wellness/health promotion groups for a variety of populations in the community (non-traditional settings). Students will play an active role in developing educational presentations using technology for educational presentations on the reading material pertaining to teamwork and leadership. Work from this course will be used to enrich students' e-portfolios reflecting their continues professional development. *The pre-requisites of OT 112, 121, 129, 220, 302 are required and the student must be in the Occupational Therapy major in order to register for this course. The co-requisites of OT 122, 200, 303, 306, 320, and 420 are required.*

Credits: 2

Every Fall

### **OT 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice**

This course provides students with the opportunity to study the underlying theories of occupational

therapy comprehensive models with an emphasis on adaptation and the environment. The structure and content of theories, models, and frames of reference/sets of guidelines for practice in mental health will be described. The delineation between basic and applied scientific inquiry will also be presented. The role of occupation as described by occupational science, occupational adaptation, the Model of Human Occupation, and client-centered practice is also presented. Each comprehensive model will be examined with respect to its (a) author/source, (b) origin, (c) populations addressed, (d) theoretical foundations, (e) concepts and assumptions, (f) sensitivity to multicultural concerns of patients/clients, (g) principles of assessment, (h) client-therapist relationship, and (i) principles of intervention. These comprehensive models will be explored, analyzed and critiqued for the purpose of determining their adequacy as a basis for practice. Health promotion and wellness models are also presented and analyzed. Current practice issues such as reimbursement for services, the professions domain of concern, and research priorities will be discussed relative to contrasting assumptions about the way in which comprehensive models should be used to guide occupational therapy practice.

*The co-requisites of OT 122, 200, 303, 306, 320, and 420 are required. The pre-requisites of OT 112, 121, 129, 220, 302 are required are required. The student must be in the Occupational Therapy major in order to register for this course.*

Credits: 4

Every Fall

### **OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics**

This course addresses the sequence of practice in occupational therapy: screening, evaluation, reevaluation, formulation and implementation of intervention and discharge planning in mental health practice with adolescents, adults and geriatrics in traditional and non-traditional settings. The influence of culture and diversity, environment context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Reflections on clinical reasoning are applied to practice via clinical fieldwork and field visits. Students are exposed to health promotion, wellness and quality of life principles and practices.

*The co-requisites of OT 210 is required. The pre-requisites of OT 122 and OT 320 are required. The student must be in the Occupational Therapy major in order to register for this course.*

Credits: 5

Every Fall

### **OT 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice**

This course provides the opportunity for students to examine the primary theoretical information underlying occupational therapy practice in physical disabilities (i.e., biomechanical, sensory processing,



neurodevelopmental, neurobehavioral, and cognitive-perceptual). Each set of guidelines (or frame of reference) is studied with regard to (a) its theoretical base, (b) the predominant screening and evaluation assessments used by therapists, (c) principles of intervention, (d) reassessment and revision of treatment plans, (e) applicability to specific client populations, and (f) studies reporting the degree of efficacy of the practice approach. Students are exposed to the theoretical underpinnings of occupational performance and in health promotion and wellness strategies that promote engagement in meaningful occupation. *The co-requisite of OT 122, OT 200, OT 306, OT 303, and OT 320 is required. The pre-requisites of OT 112, OT 129, OT 220, OT 320 and OT 121 are required.*

*Credits: 5  
Every Fall*

### **OT 430 Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics**

This course addresses neurorehabilitation practice with adolescents, adults, and geriatrics within a variety of healthcare and community related settings. Students will learn about the sequence of rehabilitative practice in occupational therapy specific to addressing the needs of clients with neurological impairment, including: screening and evaluation, reevaluation, intervention planning and implementation, and discharge planning. The course also acknowledges the influence of culture, diversity, environmental context, and their impact on occupation and health promotion in clients with neurological damages. Students will be expected to reflect on the clinical reasoning processes required to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

*The co-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The pre-requisites of OT 122, 121, OT 200, OT 303, OT 320 and 420 are required.*

*Credits: 5  
Every Spring*

### **OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics**

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. The class will be divided into two sections; a two-hour lecture followed by a four-hour lab. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. Common diagnoses and indications for

selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy. Finally, students will focus on hand on evaluation and treatment skills for common hand problems. *The co-requisites of OT 205, OT 210, OT 330, OT 215 and 430 are required. The pre-requisites of OT 122, OT 200, OT 303, OT 320 and 420 are required.*

*Credits: 4  
Every Spring*

### **OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics**

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses- in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for this diagnostic population will be covered-including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, re-evaluation, and discharge planning. The impact of multicultural sensitivity, cultural diversity, and environmental context as they affect treatment will be explored. Students will be expected to appropriately grade and analyze activities in the process of developing treatment plans for patients having general medical/surgical rehabilitation needs as well as some complex and less common diagnoses. Students will also enhance their clinical reasoning and decision-making skills as they apply treatment methods via review of fieldwork experiences and case studies. Students are asked to integrate the client's health status, occupational performance and develop treatment plans that take under consideration the client's values & routines and the context of care.

*Pre requisites: OT 205, 210, 215, 330, 430 & 431  
Co requisites: OT 506, 520, 533, 620 & 720  
Credits: 2  
Every Summer*

### **OT 506 Therapeutic Skills 5: Technology and Assistive Devices**

The course provides a close look (hands on experiences, clinical visits, in-class equipment presentations) at assistive devices, assistive

technology, compensatory strategies and environmental adaptations used in the treatment of children, adolescents, adults and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Students explore the use of adaptive equipment and the processes of assessment and intervention using adaptive equipment for clients with a variety of disabilities. The role of adaptive equipment in promoting occupational performance and participation is integral to the course.

*Pre requisites: OT 205, 210, 215, 330, 430 & 431  
Co requisites: OT 432, 520, 533, 620 & 720  
Credits: 2  
Every Summer*

### **OT 507 Therapeutic Skills 6: Organization and Administration**

Application of the principles of management in the provision of occupational therapy services to individuals and organizations including: planning, marketing, organizing, fiscal management, maintaining staffing, coordination, directing, controlling, and evaluating programs. Students will develop an understanding of a variety of service delivery models and knowledge of the broad spectrum of influences that impact on health care delivery and ethical practice. Completion of a grant application or business plan complete with a literature review that includes evidence-based and best practice, background/need, mission statement, project description/implementation/evaluation, budget, sources of income, foundation support, staffing and job descriptions.

*The pre-requisites of OT 432, 506, 520, 533, 620, 720 are required. The co-requisites of OT 510, 530, 535, 716 are required.*

*Credits: 3  
Every Fall*

### **OT 510 Level II: Fieldwork I**

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisites of OT 432, OT 506, OT 520, OT 533, OT 620, and OT 720 are required. The co-requisites of OT 533, 530, 507 and 716 are required.*

*Credits: 5  
Every Fall*

### **OT 511 Level II: Fieldwork II**

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisite of OT 510 is required.*

*Credits: 5*

*Every Spring*

### **OT 512 Level II: Fieldwork III**

This course provides 8 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisite of OT 510 is required.*

*Credits: 4*

*Every Summer*

### **OT 513 Level II: Fieldwork IV (Elective)**

This elective course provides 6 to 12 weeks of full-time supervised fieldwork. The number of credits awarded is prorated on the length of the fieldwork experience. It provides in-depth fourth experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits. It is taken place in various service delivery models reflective of current and emerging practice and trends in the profession with a concentration in practice focus substantially different than the setting and population in OT 510, OT 511 & OT 512. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisite of OT 512 is required.*

*Credits: 2*

*Every Summer*

### **OT 520 Theory 5: Research**

This course provides the opportunity for students to learn the primary approaches of research design, methods, data collection, and analysis. Students will study (a) quantitative research designs (experimental, quasi-experimental, and non-experimental); (b) qualitative designs (ethnography, phenomenology, grounded theory, etc.); and (c) quantitative and qualitative data collection and analysis methods. Students will develop an applied research question based on the health promotion needs of individuals within a community service setting, and will begin the process of writing a research/grant proposal that will be refined throughout the remainder of the curriculum (in OT 620, 720, and 820). Students may also have the opportunity to implement and evaluate a research project.

*Pre requisites: OT 205, 210, 215, 330, 430 & 431*

*Co requisites: OT 432, 506, 533, 620 & 720*

*Credits: 3*

*Every Summer*

### **OT 530 Practice 3: Pediatrics**

A comprehensive review of best practices related to clinical decision making, interdisciplinary collaboration, client-centered practice and supervision is discussed in this course. The focus is primarily in pediatric practice. The role of legislation, policy, and reimbursement are extensively discussed. The students are exposed to pediatric clinical cases from a variety of practice settings. The occupational therapy process of screening, assessment, reassessment, formulation of intervention plans, implementation and discharge is carried out, while addressing the influence of culture, diversity, and environment on occupation and health promotion. Hands-on experiences provide students with challenges in observation, clinical reasoning skills, communication skills, professional writing and documentation skills. Students bring in examples from their clinical experiences with children and their families. Evidence based practices are reinforced through assignments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).

*The co-requisites of OT 716, OT 510, OT 535 and 507 are required. The pre-requisite of OT 533, OT 432, OT 506, OT 620, and OT 720 is required.*

*Credits: 5*

*Every Fall*

### **OT 533 Medical Sciences 3: Clinical Conditions in Pediatrics**

This course presents a study of the medical, neurological, psychiatric, orthopedic and developmental conditions that occur in childhood and adolescence. Students develop an understanding of the etiology, pathology, signs and symptoms, medical treatment, prognosis of common conditions and the influence of the clinical conditions on development, occupational performance and adaptation of the child, and the

client's family. The role of the occupational therapist and the occupational therapy assistant in assessment, intervention and ongoing management, health promotion, and prevention relative to the conditions covered in the course, extensively discussed. Students practice through clinical videos their clinical observation and clinical reasoning skills.

*Pre requisites: OT 110, 111, 330, 430 & 431*

*Co requisites: OT 506, 520, 620 & 720*

*Credits: 3*

*Every Summer*

### **OT 535 Fieldwork Level I: Practice 3: Pediatrics**

This course provides the opportunity for students to directly experience occupational therapy practice in children/adolescents with a variety of disabilities a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The co-requisites of OT 510, OT 530, 507 and 716 are required. The pre-requisites of OT 432, OT 506, OT 520, OT 620, OT 720 and OT 533 are required.*

*Credits: 1*

*Every Fall*

### **OT 620 Theory 6: Research Proposal Development**

The course exposes the students to the process of research proposal development. Students engage in mentored research projects with their faculty advisors. They are asked to development research questions and/or hypotheses pertaining to the research problem of interest. They explore plausible theoretical frameworks that provide the conceptual context of their research project. They complete a research proposal that includes methods of assessment, relevant literature and theoretical base, program implementation and evaluation. The course has writing intensive component and requires advance library skills.

*Pre requisites: OT 205, 210, 215, 330, 430 & 431*

*Co requisites: OT 432, 506, 520, 533 & 720*

*Credits: 2*

*Every Summer*

### **OT 716 Professional Development 6: Student Clinical Experience**

This course prepares for the transition from academic to clinical student roles and from student to practitioner. Ethics, supervision, conflict resolution, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork, and collaboration with certified occupational therapy assistants will be covered. Students will have a better understanding of national and state regulatory bodies and their effects on practice. The course gives students knowledge related to national and state requirements for credentialing and licensing. Tools and information are also given to the students to prepare them for becoming fieldwork educators.

*The pre-requisites of OT 432, OT 506, OT 620, OT 720, 533 and 520 are required. The co-requisites of OT 510, 530, 507, and 535 are required.*

*Credits: 1*

*Every Fall*

### **OT 720 Theory 7: Community Practice Education and Health Promotion**

This course presents the theory and practice of community-based practice, education, health promotion and prevention services for the well population and populations at risk for specific physical, mental, social, or environmental problems. Foundation material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group, settings to access the population, and empirical evidence supporting prevention services. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation.

Students will participate in the process of identifying potential grant funding sources and understanding the requirements for grant submission. Occupational therapists and other professionals will present their experience with consultation, marketing, grant writing, implementation and evaluation.

*Pre requisites: OT 205, 210, 215, 330, 430 & 431*

*Co requisites: OT 432, 506, 520, 533 & 620*

*Credits: 2*

*Every Summer*

### **OT 820 Theory 8: Community Practice Research Project**

This course provides students with the opportunity to refine their research proposals (from OT 620) and implement as part fo the Capstone Research Project complete in this course, OT 820. Students will carry out their project under the supervision of their research mentor. Students will continue to refine skills in professional and scientific writing through the production of successive drafts leading to the final scientific peer-reviewed style manuscript, oral presentation. and poster production. Students will expand knowledge of resources to

research professional and current literature resources, expand understanding of evidence based practice and literature review, further develop skills in applying principles of theory and practice to formulating and implementing a viable capstone research project. Students will be guided in data coding, analysis, results and intepretation of findings as well as development of discussion that describes the scientific and clinical contributions of their projects. Students are asked to produce a manuscript and present their project in a poster format during OT research day.

*The pre-requisites of OT 507, OT 530, OT 535, OT 716, OT 520, 620 and 720 are required.*

*Credits: 4*

*Every Spring*

## DEPARTMENT OF PHYSICAL THERAPY

The professional-level Doctor of Physical Therapy (D.P.T.) program at LIU Brooklyn is designed for the student seeking a career as a physical therapist. The D.P.T. program prepares autonomous practitioners who can provide a full range of physical therapy services, including screening and referral, evaluation, diagnosis, intervention, consultation, and education in diverse health care settings. Our faculty members are nationally recognized for excellence in their advanced degrees and clinical specializations. Our state-of-the-art teaching facilities include a cadaver lab, PT dedicated computer lab/study space, and the Steinberg Health and Wellness Center. In addition, our renovated research lab contains an EMG system, a Zenomat (gait system), and an 8 camera motion capture system with a force plate. The department's diverse student body has a tradition of excellence and achievement on national licensing examinations.

- Student-centered learning environment
- The evidence-based approach throughout the curriculum
- Latest pedagogical techniques: including use of Standardized Patient Examinations and Clinical Reasoning Frameworks
- Emphasis on the expanding role of the physical therapist
- Interprofessional learning experiences
- Preparation for critical analysis of the literature and clinical research
- 35 weeks of clinical education in 4 different settings

### Doctor of Physical Therapy (D.P.T.)

The D.P.T. program at LIU Brooklyn is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

The program is registered with the New York State Education Department.

#### D.P.T., Physical Therapy

[Program Code: 27657] {HEGIS: 1212}

#### Professional Phase Year 1

All Courses Required. Students Required to Pass Annual Exam I

PT	750	Anatomy I	2.00
PT	752	Anatomy II	3.00
PT	755	Human Physiology	3.00

PT	757	Pharmacology	2.00
PT	759	Neuroscience	3.00
PT	760	Movement Analysis I	2.00
PT	762	Movement Analysis II	3.00
PT	764	Movement Analysis III	3.00
PT	766	Tests and Measurements	4.00
PT	770	Psychological Issues	2.00
PT	775	Clinical Seminar I	2.00
PT	780	Research Methods	3.00
PT	877	Teaching and Learning Strategies	2.00
PT	890	Foundations of Therapeutic Exercise	4.00

#### Professional Phase Year 2

All Courses Required. Students Required to Pass Annual Exam II

PT	782	Research Seminar I	1.00
PT	785	Evidence-Based Practice	3.00
PT	790	Musculoskeletal Physical Therapy I	4.00
PT	810	Physical and Mechanical Modalities	2.00
PT	820	Pulmonary: Pathology, Diagnosis and Management	3.00
PT	822	Cardiac: Pathology, Diagnosis and Management	3.00
PT	830	Neuromuscular Pathology	3.00
PT	832	Pediatric Neuromuscular Diagnosis and Management	3.00
PT	834	Adult Neuromuscular Diagnosis and Management	5.00
PT	850	Clinical Practice I	4.00
PT	875	Clinical Seminar II	3.00
PT	880	Prosthetics and Orthotics	2.00
PT	892	Musculoskeletal Physical Therapy II	3.00
PT	995	Musculoskeletal Physical Therapy III	4.00

#### Professional Phase Year 3

All Courses Required. Students Required to Pass Comprehensive Exam

PT	787	Research Seminar II	1.00
PT	789	Research Seminar III	1.00
PT	879	Health Promotion and Wellness	2.00

PT	885	Specific Systems Diagnosis and Management	4.00
PT	915	Clinical Reasoning	5.00
PT	950	Clinical Practice II	7.00
PT	955	Clinical Practice III	7.00
PT	956	Clinical Practice IV	7.00
PT	960	Instrumented Movement Analysis	1.00
PT	975	Health Care Delivery	3.00

#### Credit and GPA Requirements

Minimum Total Credits: 118

Minimum Major GPA: 3.0

## Physical Therapy Courses

### PT 697 Independent Study

Under the guidance of a faculty advisor, a student may pursue a topic or project of special interest. This course may also be used for remediation of an area of deficit as identified by the physical therapy program, with faculty advisement also provided. Departmental approval required for registration, choice of topic and advisor.

*Credits: 1*

*On Demand*

### PT 750 Anatomy I

Anatomy I is the first of a two-course sequence during the Summer of the first year in the DPT program. The course includes the detailed study of human structure using a regional approach with an emphasis on various systems, including nervous, pulmonary, endocrine, integumentary, muscular, skeletal, genitourinary, gastrointestinal, and cardiovascular. The focus of the course pertains to the relationship between anatomical structure and normal human movement with lectures that supplement human dissection laboratories and problem-oriented exercises. An introduction to the clinical reasoning process by applying anatomy to clinical cases will be discussed.

*Student must be a Physical Therapy major in order to register for this course.*

*Credits: 2*

*Every Summer*

### PT 752 Anatomy II

Anatomy II is the continuation of a two-course sequence for the detailed study of the structures of the human body using a regional approach as described for PT 750 (Anatomy I) during the Fall semester of the first year of the DPT program. In addition, a 15 hour surface palpation lab is part of this course where students will use their understanding of anatomy to palpate various structures on each other, which will subsequently prepare students for the examination and treatment courses in the upcoming semesters. The development of clinical reasoning processes continues as students learn to translate knowledge into clinical practice.

*Student must be a Physical Therapy major in order to register for this course.*

*Credits: 3*

*Every Fall*

### PT 755 Human Physiology

Human physiology takes place during the Summer semester of the first year of the DPT program. The microscopic anatomy (histology) and function (physiology) of the cardiovascular, integumentary, nervous, pulmonary, skeletal, muscular, metabolic, and endocrine systems are studied. Emphasis is on the interaction of all systems relative to human movement and particularly as applied to exercise, rest, and immobility. Additional emphasis includes

the principles of pain, tissue healing, the inflammatory process, tissue plasticity, repair, and regeneration. Lectures are supplemented by problem-oriented learning exercises in a clinical context.

*Student must be a Physical Therapy major in order to register for this course.*

*Credits: 3*

*Every Summer*

### PT 759 Neuroscience

Neuroscience takes place during the Fall semester of the first year of the DPT program. The basic structure, organization, and function of the nervous system within the context of rehabilitation are presented in a classroom setting with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. An emphasis is placed on neuroanatomy and neurophysiology of the sensory and motor systems that govern posture and movement. A rehabilitation framework is built on the fundamental relationship between normal structure and function, damage and dysfunction, sensory processing and integration, motor control, posture and balance.

*Student must be a Physical Therapy major in order to register for this course.*

*Credits: 3*

*Every Fall*

### PT 760 Movement Analysis I

The first part of a two-course sequence during the Summer semester of the first year of the DPT program. The course is designed for a detailed regional study of human arthrokinematics and osteokinematics. Course materials include biomechanics of human tissue and neurological regulation of movement with an emphasis on the clinical relationship of joint structure and muscle function at individual joints. Lectures and laboratory sessions supplement problem-oriented learning exercises that cover palpation of anatomical structures, observation of human movement with an emphasis on clinical problems, and their relationship to the mechanical and physiological concepts that direct foundations of human movement.

*Student must be a Physical Therapy major in order to register for this course.*

*Credits: 2*

*Every Summer*

### PT 762 Movement Analysis II

A continuation of a two-course sequence during the Fall semester of the first year of the DPT program. The course presents a detailed study of human arthrokinematics and osteokinematics using a regional approach as described for PT 760 (Movement Analysis I). An in-depth discussion of normal and pathological gait is presented towards the end of the course with principles solidified in a lab-based format.

*Credits: 3*

*Every Fall*

### PT 764 Movement Analysis III

Movement Analysis III is the final course in this sequence taken during the Spring semester of the first year of the DPT program. This course continues the analysis of functional movements from Movement Analysis I and II, and introduces students to foundational issues in motor learning and motor control of basic skills through problem-oriented exercises, lab activities, and traditional lectures. Additional course content includes theoretical perspectives on how to analyze movements, cognitive skills underlying motor learning and performance, and theoretical issues regarding the relationship between motor skills and the ICF model. Upon course completion, students should demonstrate an understanding of the fundamental skills and challenges required to perform movement in both healthy and disabled populations.

*Credits: 3*

*Every Spring*

### PT 766 Tests and Measurements

Tests and Measurements is a 4-credit course during the third semester of the first year in the (DPT) program and is designed to provide the student an introduction and overview to the tests and measures used in patient examination in order to determine the need for physical therapy intervention. The pedagogical approach of the course includes an emphasis on problem-oriented learning in an effort to encourage active student involvement in the educational process. Course content has been organized to provide the student with theoretical knowledge that can be used for administration, analysis, and interpretation of tests and measures. Administration encompasses the development of psychomotor skills; analysis includes measurement theory; and interpretation involves the implementation of foundational clinical decision-making skills. Students will be expected to recall and apply information from the prerequisite courses in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to utilize a problem-solving approach to the selection and application of tests and measures.

*Credits: 4*

*Every Spring*

### PT 770 Psychological Issues

Psychological Issues is taken during the Fall semester of the first year of the DPT program. This course integrates the psychosocial, economic, vocational, cultural, familial, religious, sexual, and illness/disability specific factors that may be encountered by a professional physical therapist. An emphasis is placed on small group discussions, problem-oriented learning, role-playing, simulation activities, and structured experiential learning outside the classroom. The content will provide

theoretical and practical knowledge that can be used during care of individuals with acute and chronic disabilities, stress-related disorders, victims of domestic violence, and mental disorders requiring intervention and/or appropriate referral. Students are expected to recall and apply information from previous and concurrent coursework in psychology, ethics and communication and synthesize course content to demonstrate competency in the professional behaviors.

*Credits: 2*

*Every Fall*

#### **PT 775 Clinical Seminar I**

Clinical Seminar I is a 2 credit course during the Fall semester of the first year of the DPT program and is designed to provide the student with an introductory exploration of professional issues including the history, philosophy and present status of the profession of physical therapy, the role of the physical therapist in health care delivery, the examination of human behavior as a basis for interaction between therapist and client, including skills of cultural competence. Course content will include ethics, patient rights, an introduction to the Guide to Physical therapist Practice and the Disablement Model, use of portfolios, core values and generic abilities to foster professional development, and communication skills, including documentation. The pedagogical approach for the course will include didactic lecture, discussion, student presentation and demonstration.

*Credits: 2*

*Every Fall*

#### **PT 780 Research Methods**

Research Methods is a 3-credit course taken during the Fall semester of the first year of the DPT program. This course presents the theoretical and practical foundations of research design and measurement, including descriptive and inferential statistical techniques common to clinical research studies through lectures, problem sets, problem-oriented learning experiences, and student presentations. Upon course completion, students should have a clear understanding of a basic set of research designs and statistical tests common to clinical research studies.

*Credits: 3*

*Every Fall*

#### **PT 782 Research Seminar I**

PT 782 - Research seminar I is the second course in the research track, offered during the Summer semester of year II of the DPT program. This is a lab based course which will implement both a synchronous and asynchronous course format. This course is designed to educate students about the process of conducting a systematic review and provides information in the role of case studies/series. Upon completion of this course, students should have an understanding of how to conduct a systematic review, be able to develop a

PICO question, inclusion and exclusion criteria, and perform a literature search.

*Credits: 1*

*Every Summer*

#### **PT 785 Evidence-Based Practice**

Evidence-Based Practice is a 3-credit course taken during the Spring semester of the second year of the DPT program. This is the third course in the research track, focusing on improving student skills regarding reading, understanding, and applying clinical research literature in physical therapy. Classroom experiences include lecture, group discussion, Socratic questioning, group projects, and student presentations. Students will practice and develop skills in the formulation of clinical research questions, search for evidence related to those questions through various media, critically and systematically evaluate and write about current literature and clinical research studies, and draw conclusions from the literature with regard to the implications for physical therapy practice.

*Credits: 3*

*Every Spring*

#### **PT 787 Research Seminar II**

PT 787 - Research seminar II is the fourth course in the research track, offered during the Summer semester of year III of the DPT program. This is a lab based course which will implement both a synchronous and asynchronous course format. This course is designed to continue to guide students in the completion of their capstone project, with a focus on methodological design, and data collection. Upon completion of this course, students should be able to carryout their methodological design and collect pertinent data related to patient characteristics, interventions, follow-up assessment, and outcome measures for included studies.

*Credits: 1*

*Every Summer*

#### **PT 789 Research Seminar III**

Research seminar III is the last course in the research track, offered during the Fall semester of year III of the DPT program. This is a lab based course which will implement both a synchronous and asynchronous course format. This course is designed to continue to guide students in the completion of their capstone project, with a focus on data collection, data analysis and synthesis, and project presentation. Upon completion of this course, students should be able to summarize their data and produce a completed project with the intention of presentation and/or publication.

*Credits: 1*

*Every Fall*

#### **PT 790 Musculoskeletal PT I**

Musculoskeletal Physical Therapy I is a 4 credit course during the Summer semester of the second year of the DPT program. The first of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate,

diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the upper extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the shoulder, elbow, wrist, and hand. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with upper extremity musculoskeletal pathologies.

*Credits: 4*

*Every Summer*

#### **PT 810 Physical and Mechanical Modalities**

Modalities is a 2-credit course during the Summer semester of the second year of the DPT program. This course is designed to provide students with a theoretical knowledge base and the psychomotor skills required for the therapeutic application of commonly used physical and mechanical modalities. Clinical reasoning and evidence-based practice will be fostered through traditional lectures, group discussions, hands-on laboratory activities, case studies and review of literature. Students will be expected to apply information from previous coursework in a relevant manner to critically analyze a variety of clinical scenarios. Upon completion of the course, students will be expected to demonstrate sound clinical decision making and competency in selecting, justifying and administering physical and mechanical modalities.

*Credits: 2*

*Every Summer*

#### **PT 820 Pulmonary: Pathology, Diagnosis and Management**

Pulmonary is a 3-credit course during the Fall semester of the second year of the DPT program. This course is designed to provide the student an introduction and overview of commonly encountered pulmonary conditions. Course content has been organized to provide the student with a theoretical knowledge base that can be used to understand the pathophysiology of common pulmonary disorders and to promote clinical decision making skills in the examination, evaluation, and intervention design for patients/clients with pulmonary dysfunction. Students will be expected to recall and apply information from previous coursework including the basic sciences of anatomy, physiology, and pharmacology in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. The pedagogical approach of the course will include didactic lectures enhanced by the use of case studies with a problem oriented approach to encourage active student involvement in the educational process. Laboratory sessions will

focus on psychomotor skills, examination and treatment techniques. Clinical documentation skills and professional behaviors will also be reinforced.

*Credits: 3*

*Every Fall*

**PT 822 Cardiac Pathology, Diagnosis and Management**

Cardiac is a 3-credit course during the Spring semester of the second year of the DPT program. This course will review normal and abnormal cardiopulmonary and cardiovascular anatomy and physiology. Disease pathologies and their relevance to clinical settings will be discussed. Additionally, diagnostic procedures will be reviewed as they relate to specific disease processes. Both medical and surgical management will be discussed. The role of the health care team will be discussed as well as integration of data from the patient chart review, objective assessment and creation of a comprehensive plan of care including, goals, frequency setting and discharge recommendations. Laboratory sessions will focus on psychomotor skills, examination and treatment techniques.

*Credits: 3*

*Every Spring*

**PT 830 Neuromuscular Pathology**

Neuromuscular Pathology is a 3 credit course during the Summer semester of the second year of the DPT program. This course presents pathophysiology related to neuromuscular disorders with an emphasis on the mechanisms of injury, surveys of epidemiology and etiology, symptomology, pathology, acute management, and prognosis of specific neuromuscular disorders. Lecture and case study presentations focus on problem-oriented learning to encourage active student participation and clinical decision-making. Course materials reinforce earlier course work in neuroanatomy and neurophysiology to provide students with an understanding of neuromuscular disorders such as multiple sclerosis, spinal cord injury, peripheral neuropathy, Guillain-Barre Syndrome, cerebrovascular disease, Parkinson's Disease, Alzheimer's Disease, muscular dystrophy, amyotrophic lateral sclerosis, cerebral palsy, and the neurological implications of aging.

*Credits: 3*

*Every Summer*

**PT 832 Pediatric Neuromuscular Diagnosis and Management**

Pediatrics is a 3 credit course during the Fall semester of the second year of the DPT program. This course presents the patient management model of examination, evaluation, diagnosis, prognosis, intervention, and outcomes related to neuromuscular disabilities of children and adolescents. Course expectations include problem-oriented learning, literature review for evidence-based practice, and live video demonstrations. Principles of motor development, motor learning and motor control are explored as students become

familiar with different practice settings including the Neonatal Intensive Care Unit, early intervention, and the school setting. Laboratory sessions enable students to learn assessment and intervention strategies consisting of standardized tests, outcome measures, handling techniques, and neurophysiological and neurodevelopmental treatment techniques. Upon completion, students will have entry-level clinical knowledge and skills to manage a client with a developmental disability.

*Credits: 3*

*Every Fall*

**PT 834 Adult Neuromuscular Diagnosis and Management**

Adult Neuro is a 5-credit course during the Spring semester of the second year of the DPT program. This course presents assessment procedures and therapeutic management techniques of adult patients with neurological dysfunction and spinal cord injuries through the use of case study presentations with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. The presentation of course materials reinforces earlier course work in neuroanatomy, neurophysiology and neuromuscular pathology. Laboratory sessions emphasize the development of specific psychomotor skills necessary for assessment and treatment of the adult neurological client. Course content also provides an eclectic theoretical treatment rationale with a variety of neurological treatment techniques and interventions for patients with spinal cord injury, stroke, vestibular pathology, traumatic brain injury, and progressive neuromuscular pathology disorders. All examination and treatment techniques are based on a patient-centered framework incorporating the International Classification of Function, Disability, and Health (ICF) model.

*Credits: 5*

*Every Spring*

**PT 850 Clinical Practice I**

Clinical Practice I is a 6-week, full time clinical practice course during the Fall semester of the second year of the DPT program under the supervision of a licensed physical therapist clinical instructor (CI). The student attends a clinical practice facility for six consecutive weeks with specific hours arranged by each facility. This clinical experience is designed to provide the student an opportunity to develop professional behaviors and communication skills, apply the patient management model, develop gross and specific examination and intervention skills, develop documentation skills, and begin to develop clinical decision-making and critical thinking skills within the content of evidence-based practice. Emphasis during this clinical practice is on the evaluation and treatment of patients, including the areas of basic examination and evaluation skills, ambulation training, transfer training, the administration of modalities, and in administering therapeutic

exercise. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems within a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate development of the generic abilities and core values necessary for becoming a physical therapist.

*Credits: 4*

*Every Fall*

**PT 857 Current Physical Therapy Practice**

This course is designed to provide the student an introduction to recent fundamental changes that have occurred in physical therapy practice relative to patient management model and the roles and responsibilities of the physical therapist including relevance and procedures of medical screening, systems review, and theories and concepts of clinical decision-making and diagnosis. The student will also be oriented to the scientific basis of the physical therapy profession and instructed in the methods of evidence-based practice. Students will be instructed in the relevance and basic skills of cultural competence in patient management. The expanding role, responsibility, and accountability of the physical therapist as a doctoring level profession will be introduced and discussed. This course serves as a prerequisite or corequisite for all other courses. Offered every Fall and Spring. Three credits. *Student must be a Physical Therapy major in order to register for this course.*

**PT 875 Clinical Seminar II**

Clinical Seminar II is a 3-credit course during the Summer semester of the second year of the DPT program and is designed to provide the student with the essential skills basic to the practice of physical therapy. The psychomotor component of these essential skills include: body mechanics, positioning and draping, bed mobility, transfers, wheelchair mobility and management, and gait training. Patient safety will be strongly emphasized. This course will also provide the student with an overview of the HIPPA and OSHA requirements for clinical practice. There will be a strong focus on professional behavior and communication skills. Clinical documentation skills will also be reinforced. The pedagogical approach for the course will include lecture, demonstration, case study, and discussion.

*Credits: 3*

*Every Summer*

**PT 877 Teaching and Learning Strategies**

Teaching and Learning is a 2-credit course during the Spring semester of the first year of the DPT program. This course presents an overview of the process of teaching in settings relevant to physical therapy practice. Presentation of the course materials reinforces earlier coursework from Psychological Issues, and Clinical Seminar with an emphasis on problem-oriented learning, small

group discussions, and simulation activities, and instructional unit development. Course content has been organized to provide the student with theoretical and practical knowledge of curriculum design, as well as the clinician as an educator in the academic, clinical, and community settings.

*Credits: 2*

*Every Spring*

#### **PT 879 Health Promotion and Wellness**

Health Promotion and Wellness is a 2-credit course during the Fall semester of the third year of the DPT program. It is designed to provide students with the theoretical and practical aspects of maintaining and promoting health. Students will examine theories of wellness as well as the effects of lifestyle and the environment on wellness. The patient-practitioner collaborative model and approaches to facilitating adherence to healthy lifestyle behavior changes will be explored.

Emphasis will be placed on social, epidemiological, and behavioral and environmental assessment as well as educational and ecological assessment of factors affecting health-related behavior and environments. Students will also become knowledgeable about patient education and participation in community activities in the promotion of health and healthy lifestyles and the prevention of illness and injury. Upon completion of the course students are expected to understand wellness theories and implement programs on the individual and community levels.

*Credits: 2*

*Every Fall*

#### **PT 880 Prosthetics and Orthotics**

Prosthetics and Orthotics is a 2-credit course offered during the fall semester of the second year of the Doctorate of Physical Therapy curriculum. The course is designed to provide the student an overview of the pathology, evaluation, and interventions of individuals with amputations to include the evaluation and understanding of upper and lower extremity prosthetics. It also emphasizes normal and abnormal gait as it relates to the use of orthotic devices and its prescriptions. The pedagogical approach of the course will include an emphasis on problem-oriented learning in an effort to encourage active student involvement in the education process. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios.

*Credits: 2*

*Every Fall*

#### **PT 885 Specific System Diagnosis and Management**

Specific Systems Diagnosis and Management is a 4-credit course offered during the summer semester of the third year of the DPT program. The course is designed to provide the student an overview of the pathology, examination, evaluation, and

interventions of patients with specific system pathologies. Presentation of course material will reinforce earlier course work from anatomy, physiology, and previous examination, evaluation, and intervention courses. The pedagogical approach of the course will include an emphasis on problem-oriented learning in an effort to encourage active student involvement in the education process. Course content has been organized to provide the student with a theoretical knowledge base that can be used in the diagnosis, prognosis, examination, and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and integumentary pathologies. In addition, content on geriatric rehabilitation and proprioceptive neuromuscular facilitation will be covered. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to synthesize course content in such a way as to demonstrate clinical decision-making in regard to individuals with specific system pathologies.

*Credits: 4*

*Every Summer*

#### **PT 890 Foundations of Therapeutic Exercise**

Therapeutic Exercise is a 4-credit course offered during the Spring semester of the first year of the DPT program. This course will introduce students to the scientific and theoretical basis as well as the clinical application of therapeutic exercises commonly used by physical therapists such as range of motion, stretching, resistance, and aerobic exercises. Specific course content will include indications, precautions, contraindications, principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through traditional lectures, group discussions, laboratory activities, and case presentations. In order to critically analyze clinical scenarios presented in this course, students will be expected to integrate and apply information learned from any preceding physical therapy coursework in addition to those learned from this course. At the completion of the course, students will be expected to be able to design an exercise program aimed at improving physical impairments and functional limitations.

*Credits: 4*

*Every Spring*

#### **PT 892 Musculoskeletal PT II**

Musculoskeletal Physical Therapy II is a 3-credit course offered during the Fall semester of the second year of the DPT program. The second of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the lower extremity and incorporate

the pathology, diagnosis, and management of non-operative and operative conditions of the hip, knee, foot, and ankle. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with lower extremity musculoskeletal pathologies.

#### **PT 915 Clinical Reasoning**

Clinical Reasoning is a 5-credit course offered in the fall semester of the 3rd year of the Doctor of Physical Therapy program. The course is intended to foster and enhance students' clinical reasoning in managing various types of patient populations. The majority of classes will be case-based. Students will use a comprehensive clinical reasoning framework to perform in-depth case analyses throughout the five elements of the patient management model. Emphasis is placed on the pillars of evidence-based practice – clinical expertise, patient's values and preferences, as well as best research evidence. Students will need to apply and synthesize didactic knowledge covered in previous and concurrent physical therapy courses as well as clinical knowledge gained from prior clinical education experiences. At the completion of this course, students are expected to demonstrate sound clinical reasoning throughout the patient management process.

*Credits: 5*

*Every Fall*

#### **PT 950 Clinical Practice II**

Clinical Practice II is a course offered during the Summer semester of the third year of the DPT program. The student is supervised by the clinical instructor while applying the knowledge and skills acquired in previous coursework. This 10-week clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

*Credits: 7*

*Every Summer*



**PT 955 Clinical Practice III**

Clinical Practice III is a 10-week, full time clinical practice course during the Spring semester of the third year of the DPT program. Students are under the supervision of a licensed physical therapist.

This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.

*Credits: 7*

*Every Spring*

**PT 956 Clinical Practice IV**

Clinical Practice IV is a 9-week, full time clinical practice course offered during the Spring semester of the third year of the DPT program. Students are under the supervision of a licensed physical therapist. The student attends a clinical practice facility for 9 consecutive weeks with specific hours arranged by each facility. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.

*Credits: 7*

*Every Spring*

**PT 960 Instrumented Movement Analysis**

Instrumented Movement Analysis is a 1-credit course offered during the Fall semester of the third year of the DPT program. This course provides an opportunity for students to become familiar with instruments used in the study of human movement. In addition to lecture presentations, this course includes discussions, demonstrations, and hands-on practice of instrumentation typically found in a human movement laboratory such as electromyography, two-dimensional and three-dimensional motion analysis, metabolic gas analysis, and dynamometry. Upon course completion, students are expected to describe the use of advanced instrumentation in the analysis of human

movement, and be able to perform basic setups using the equipment.

*Credits: 1*

*Every Fall*

**PT 975 Health Care Delivery**

Health Care Delivery is a 3-credit course offered during the fall semester of the third year of the Doctorate of Physical Therapy curriculum and is designed to provide the student with the management theory and skills to use human resources effectively, understand the concepts behind cost control, finance, and entrepreneurship. The pedagogical approach of the course includes case studies and didactic lectures. Course content includes introducing the theory and practice of managing and developing employees, interviewing, developing job position descriptions, performance evaluations, conflict resolution, budgeting practices, financial reports, reimbursement concepts, guiding employees through change, marketing, business plan, quality assurance, outcomes management, risk management, and federal/state laws and legal issues.

*Credits: 3*

*Every Fall*

**PT 995 Musculoskeletal PT III**

Musculoskeletal Physical Therapy III is a 4-credit course offered during the Spring semester of the second year of the DPT program. The third and final course designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the temporomandibular joint, cervical, thoracic, and lumbosacral spine and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the various spinal regions. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with spinal musculoskeletal pathologies.

*Credits: 4*

*Every Spring*

## DEPARTMENT OF PUBLIC HEALTH

Public Health is the science of protecting and improving the health of populations through research to prevent disease, pollution, environmental decay, injury, disability, and premature death, and to foster education of future researchers and public-health practitioners. Public health professionals analyze how pollution, environmental impacts, genetics, policies, systems, behavior and lifestyle, affect the health of populations. Public Health scientists work on a population level to develop research programs, interventions, policies, and communications that protect the health of people. In traditional clinical medicine, health care professionals diagnose and treat one sick person at a time. In public health, professionals focus on research and disease prevention for entire populations.

### MPH in Public Health

The Master of Public Health (M.P.H.) at Long Island University is a 42-credit program accredited by the Council on Education in Public Health (CEPH). The mission of the Department of Public Health at LIU and MPH program is to create new, groundbreaking research, improve public health systems, craft actionable public health policies and educate future leaders and researchers at the local and global level. Our program is a research-based, *Generalist MPH*.

The MPH Program goals are:

- **Goal 1: Research** - Lead cutting-edge, interdisciplinary research and investigation of public health issues, by combining data from all biomedical subfields of public health, including environmental health, planetary health, epidemiology, genomics, toxicology, health economics, public policy, reproductive health, and health communications.
- **Goal 2: Instruction** - Educate individuals seeking training and experience in public health through a graduate-level program that focuses on evidence-based approaches to public health in the local and global context, as well collaboration with local, state, federal, and global partners.
- **Goal 3: One-Health** - To safeguard the health of natural environments and ecosystems, which directly affect animals, disease vectors and therefore populations and communities.

#### Application Requirements

To apply for this program, prospective candidates must submit all of the following to SOPHAS or Office of Graduate Admissions (though the LIU website):

- Official transcripts from all accredited undergraduate and graduate institutions attended; degrees earned outside of the United States or Canada must be evaluated by an

agency recommended by LIU.

- Personal statement, following guidelines are available on the Dept. of Public Health's Website. Standard/generic personal statements will not be accepted.
- At least two (2) current letters of reference on agency/institutional letterhead completed by individuals who are qualified to comment on (1) your academic background/achievements and potential and/or (2) your volunteer or paid community or health-related experience
- A current resume. Highlight any health, public health, medical, or community paid or volunteer work experience, studies, or training.
- TOEFL test score: If you are an international applicant who does not have an undergraduate degree from a regionally accredited US college or university, submit official scores for the Test of English as a Foreign Language (TOEFL) exam or IELTS or accepted equivalent tests.

#### Shared Credit and Accelerated Programs

The Department of Public Health and the LIU School of Pharmacy offer and Pharmacy Doctor-Master of Public Health Shared-Credit Program, which allows students to complete their requirements for both degrees in the same amount of time allotted for the PharmD degree. Please refer to the LIU Pharmacy course bulletin for details.

The Department of Public Health, with the Department of Health Science, offer an accelerated Bachelor of Health Science - Master of Public Health 3+2 program, which allows undergraduates to complete a B.S. and MPH in only 5 years, as opposed to the normal 6 required for both programs separately. Please refer to the Health Science B.S. section of the LIU Undergraduate Bulletin for details.

The Department of Public Health offers an accelerated Master of Public Health program for Medical Doctors (MDs), by crediting up to 12-credits existing coursework. Please contact the director of the program for details.

#### Important Dates

Application are reviewed on a rolling basis.

#### Program Requirements

Continued enrollment in this program is contingent upon:

- A cumulative 3.0 GPA must be maintained throughout the program
- Completion of 30 credits of required courses
- Completion of 6 credits of elective courses
- Completion of 6 credits of Capstone and Practicum experiences (MPH 798 and 799)

## Master of Public Health

### M.P.H., Public Health

[Program Code: 33024] [HEGIS: 1214]

#### Required core courses:

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

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

MPH	500	Public Health Application of Informatics	3.00
MPH	509	Physical Activity in Public Health	3.00
MPH	515	Public Health Implications of HIV/AIDS	3.00
MPH	530	Global Public Health Challenges	3.00
MPH	535	Infectious Diseases and Public Health Practice	3.00
MPH	540	Current Issues in Public Health I	3.00
MPH	545	Current Issues in Public Health II	3.00
MPH	550	Public Health in Film	3.00
MPH	575	Developing Strong Public Health Proposals	3.00

#### Credit and GPA Requirements

Minimum Total Credits: 42

Minimum Major GPA: 3.00

## ACCELERATED SHARED CREDIT PROGRAMS

## BS Health Science and MPH

**Public Health**

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The Department of Public Health, along with the Division of Athletic Training, Exercise & Health Science, offers an accelerated, shared credit program that leads to a B.S. Health Science and a Master in Public Health (M.P.H.). Note that a separate admission into the M.P.H. portion of this program is required. Please refer to the Division of Athletic Training, Health and Exercise Science in the LIU Brooklyn Undergraduate Bulletin for full details about the program. See this LIU Brooklyn Graduate Bulletin for MPH course descriptions.

## Public Health Courses

### MPH 515 Public Health Implications of HIV/AIDS

This course will focus on public health issues related to HIV/AIDS with an emphasis on HIV/AIDS epidemiology and prevention. Lectures will cover primary prevention (preventing HIV infection in those who are uninfected), secondary prevention (preventing development of HIV disease in those who are HIV-infected), and tertiary prevention (preventing morbidity and mortality in those with HIV disease).

### MPH 535 Infectious Diseases and Public Health Practice

This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.

*Credits: 3*

*On Occasion*

### MPH 540 Current Issues in Public Health I

This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions; and they will meet public health and health promotion leaders in these arenas and learn about their on-the-job challenges and achievements.

*Credits: 3*

*On Occasion*

### MPH 545 Current Issues in Public Health II

This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions; and they will meet public health and health promotion leaders in these arenas and learn about their on-the-job challenges and achievements.

*Credits: 3*

*On Occasion*

### MPH 575 Developing Strong Public Health Grant Proposals

This course will engage students in project-based learning, focused on the competencies that public health professionals need to develop for effective public health grant proposals. Students will become

familiar with the key components of a competitive grant proposal for foundations and government funders and learn best practices for developing a well-organized budget and a targeted list of foundation and government funding prospects.

*Credits: 3*

*Annually*

### MPH 600 Foundations of Public Health

This course is an introduction to public health and health care systems. Topics include the history of public health, critical public health issues, and public health principles, priorities, pioneers, publications, and practices, public health budgeting, and systems thinking. Health services management topics include the history, structure, functions, and management issues of organizations that deliver public and other forms of health care services. Through readings, discussion, research, individual and group work, students in this course will acquire basic knowledge, attitudes and skills that are essential for effective public health practice.

*Credits: 3*

*Every Fall*

### MPH 610 Principles of Epidemiology

This course introduces the distribution and determinants of health and disease in defined populations, and also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature. Students learn how to find and interpret data, describe outbreaks and their effects on specific populations, and to assess and communicate risk. The course also addresses basic public health applications of informatics as a means of communicating data.

*Credits: 3*

*Every Fall*

### MPH 615 Principles of Biostatistics

This course presents an introduction to the theory and methods used in biostatistics. Students will learn to apply statistics to explain the occurrence and control of disease as well as to evaluate public health programs. This course also will introduce students to the theories applied to common statistical methods and principles used in public health, such as those related to disease measurement and distribution, probability, hypothesis testing, statistical significance, sampling, and univariate, bivariate and multivariate analysis. This course is part of the core course requirement for the MPH program. Students are also taught the statistical software SPSS.

*Credits: 3*

*Every Summer*

### MPH 620 Social and Behavioral Sciences in Public Health

This course is an introduction to previously established, as well as new and emerging social and behavioral science theories used in shaping research and practice in public health and health education. Students will analyze and compare theories, and review research that supports and/or challenges the

contribution of these theories to health promotion and disease prevention at the individual, group, organizational, community, and public policy levels.

*Credits: 3*

*Every Fall*

### MPH 625 Environmental Health

This course is designed to provide graduate students with an introduction and overview of the key areas of environmental health. Using the perspectives of the population, global environment and community, the course will cover factors associated with the development of environmental health threats while providing an opportunity to think creatively about solutions, prevention and future tools for analysis and monitoring.

*Credits: 3*

*Every Spring*

### MPH 735 Research Methods and Applications

This course is an introduction to community-based research design and methods, including the logic of scientific research, research ethics, causal inference, hypothesis formation, measurement theory, survey research, experimental design, qualitative methods, sampling and data analysis applications and salient funding Institutional Review Board issues. The course emphasizes Community-Based Participatory Research best practices, including building community partnerships, cultural competence, community involvement in assessment, issue analysis, research planning, data gathering, and data sharing. Bridges and barriers to the diffusion and application of research results to practice are explored.

*Credits: 3*

*Every Spring*

### MPH 740 Program Planning, Implementation and Evaluation

This course covers strategies tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs, and evaluating the effectiveness of the planning, implementation and outcomes of the programs in a variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

*Credits: 3*

*Every Fall*

### MPH 745 Health Promotion and Education

This course examines the design, production and evaluation of education-based health promotion and disease prevention programs and services rooted in health education theory, research, and best practices. It introduces community organizing and coalition building principles and best practices as the bases for effective community work. It

includes the study of traditional and emerging community/population-based health education strategies and methods.

*Credits: 3*

*Every Spring*

**MPH 750 Health Communications Issues and Strategies**

This course introduces students to health communication theory, research, and best practices. It provides students with a framework for designing, producing, and evaluating mass media health promotion and disease prevention campaigns. Health communication strategies to be studied include print materials (i.e., brochures, flyers, posters, billboards, newspapers, newsletter, reports), Internet-based communication media (i.e., web sites, blogs, webcasts, podcasts, iTunes, YouTube, virtual worlds/reality programs), social media platforms, television, radio, film, e-mobile interventions. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.

*Credits: 3*

*Every Spring*

**MPH 755 Program Planning, Implementation and Evaluation**

This course covers strategies tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs, and evaluating the effectiveness of the planning, implementation and outcomes of the programs in a variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

*Credits: 3*

*Every Fall*

**MPH 798 Public Health Capstone Seminar**

Capstone is a culminating academic experience in which students demonstrate their command of the MPH coursework by assessing and analyzing past and present public health challenges and how they were or are being handled. Students are expected to synthesize, integrate and apply skills and competencies acquired through their program of study to a public health problem that approximates a professional practice experience. The project requires both a written and oral assignment. It is typically completed in the last term of the program, usually in conjunction with the completion of a fieldwork practicum experience.

*Credits: 3*

*Every Fall and Spring*

**MPH 799 Public Health Field Practicum**

A 200-hour field practicum/placement at a local health organization that involves the performance

of health promotion or education, health advocacy, and public health research, or organization and management functions, and the collection and analysis of data as appropriate, under the supervision of a qualified public health professional to determine or assess a response to an actual public health challenge. A practicum portfolio is completed and presented in the form of an oral presentation.

*Credits: 3*

*Every Fall and Spring*

## DIVISION OF PHYSICIAN ASSISTANT STUDIES

### M.S. Physician Assistant Studies

The 86-credit M.S. in Physician Assistant Studies is a 28-month professional health program that prepares students to work in a wide variety of clinical settings. Physician assistants (PAs) perform medical histories and physical examinations, order and interpret diagnostic studies, manage, and treat patients alongside a supervising physician. PAs may specialize in any area of medicine, surgery, or subspecialty.

LIU Brooklyn's Physician Assistant Studies program was the first PA program to be approved by the New York State Education Department. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued to the Physician Assistant Studies Program sponsored by LIU Brooklyn. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the PA program by the ARC-PA will be March 2023. The review date is contingent upon continued compliance with the accreditation Standards and ARC-PA policies. The PA program is also a member of the Physician Assistant Education Association (PAEA).

During the didactic phase of the PA program, medical courses are augmented with supervised clinical practice experiences (SCPEs). During the clinical year, students are assigned to clinical rotations (SCPEs) for twelve months on a full-time basis, returning to the program every fifth week for instruction and testing of knowledge, competencies, and skills learned on SCPEs. Each clinical year student completes ten (10) clerkships of five (5) weeks in length. Students must rotate in each of the following clerkships during the clinical year: Internal medicine, Surgery, Family Medicine, Emergency Medicine, Pediatrics, Women's Health, and Behavioral and mental health care. Electives are obtained in the areas of Internal Medicine, Surgery, and clinical subspecialties.

**Program Requirements:** Students may attend LIU Brooklyn on a part-time or full-time basis while completing their prerequisite courses. During this phase students are expected to:

- Complete a minimum of 500 hours of direct patient care experience. Of these 500 hours, a minimum of 400 hours must be completed by

the time of submission of the CASPA application. Acceptable types of direct patient care experience include but are not limited to a medical scribe; medical assistant; registered nurse; certified nursing assistant; home health aide; residential aide; emergency medical technician; and volunteer work involving direct patient care with shadowing a physician or PA.

- Hold at least a baccalaureate degree from an accredited college or university no later than at the time of matriculation to the Division of Physician Assistant Studies.
- Maintain a grade point average of 3.0 or above (overall and in all prerequisites) in courses taken at an accredited college or university.
- Complete all prerequisite coursework, which includes: one year (two courses) of no less than 4 credits each in general biology, with a laboratory component; one year (two courses) of no less than 4 credits each in general chemistry, with a laboratory component; one semester (one course) of no less than 4 credits in human anatomy, with a laboratory component; one semester (one course) of no less than 3 credits in human physiology, with or without a laboratory component; one semester of microbiology; and one semester of statistics.
- Successful completion of the Graduate Record Examination (GRE) by the CASPA application deadline. The code for LIU Brooklyn is 2369.

The application to the Division of Physician Assistant Studies is evaluated on the following criteria:

- A cumulative grade point average of 3.0.
- A cumulative grade point average in the prerequisite courses of 3.0.
- A personal statement as to why the applicant wants to become a PA.
- Patient care experiences.
- Three recommendations included in the CASPA application.
- Completion of program requirements as stated above within a specified time limit.
- Successful completion of the GRE (there is no minimum score set by the Division of Physician Assistant Studies for this examination).
- A recommendation for acceptance from the Division of Physician Assistant Studies Admissions Committee, based upon all entities described above.

Applicants are encouraged to apply through the Centralized Application Service for Physician Assistants (CASPA) by visiting [www.caspaonline.org](http://www.caspaonline.org). CASPA will collect and summarize all of the applicant's data and requirements that will then be forwarded to the Physician Assistant Studies Program. When all materials are received and reviewed, selected applicants will be invited for a personal interview. If the candidate is accepted to the program, a deposit of \$1500 is required to hold a seat for the

incoming cohort.

Once in the program, and the student meets all program and degree requirements, a Master of Science degree in Physician Assistant studies is granted upon the graduate student. This enables the graduate to sit for the National Certifying Examination administered by the National Commission on the Certification of Physician Assistants (NCCPA) which is required for certification as a PA.

### M.S. Physician Assistant Studies [Program Code: 06928] {HEGIS: 1299.1}

#### Must complete all of the following courses:

#### Didactic Year Courses (Year 1)

MS	500	Anatomy	3.00
MS	501	Physiology	1.00
MS	502A	Pharmacology I	3.00
MS	503A	Art and Science of Medicine I	2.00
MS	504A	Clinical Medicine I	4.00
MS	505	Psychosocial Aspects of Medicine	1.00
MS	506	Pathology	2.00
MS	502B	Pharmacology II	3.00
MS	503B	Art and Science of Medicine II	2.00
MS	504B	Clinical Medicine II	6.00
MS	507	Role Socialization	1.00
MS	508A	Research Methods I: Epidemiology	1.00
MS	509	Preventive Medicine	1.00
MS	510	Clinical Laboratory Science	1.00
MS	504C	Clinical Medicine III	3.00
MS	508B	Research Methods II: Evidence-Based Medicine	1.00
MS	511	Introduction to Medical Literature	1.00
MS	512	Medical Informatics	1.00
MS	513	Surgery	2.00
MS	514	Emergency Medicine	1.00

#### Clinical Year Courses (Year 2)

MS	601	Internal Medicine	4.00
MS	602	Surgery	4.00
MS	603	Pediatrics	4.00
MS	604	Family Medicine	4.00
MS	605	Emergency Medicine	4.00

MS	606	Obstetrics and Gynecology	4.00
MS	607	Behavioral Medicine	4.00
MS	608	Medical Elective	4.00
MS	609	Surgical Elective	4.00
MS	610	Clinical Elective	4.00
MS	611	Clinical Seminar I	1.00
MS	612	Clinical Seminar II	1.00
MS	613	Clinical Seminar III	1.00
MS	614	Summative Evaluation	1.00
MS	615	Capstone Project	2.00

**Credit and GPA Requirements**

Minimum Total Credits: 86

Minimum Major GPA: 3.0

## Physician Assistant Courses

### MS 500 Anatomy

Anatomy is the study of the structure of the human body. During this course, the student is introduced to gross anatomy presented by the regional approach. The student becomes familiar with the back, chest, upper extremity, abdomen, pelvis, lower extremity, neck, head, central nervous system, and internal viscera. Lectures and cadaver labs will emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 3

Every Fall

### MS 501 Physiology

The Physiology course is designed to offer foundational training in the principles of physiology that lead to clinical signs and symptoms of diseases. The course also emphasizes normal function, cellular changes, and pathological changes appropriate to each human organ system.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 1

Every Fall

### MS 502A Pharmacology I

This course is part one of a two-semester sequence in pharmacology and clinical therapeutics. The course introduces the principles of pharmacokinetics and pharmacodynamics, dosage forms, and dose-response relationships. Classes of pharmaceuticals are studied, with a focus on the mechanisms of drug action in different therapeutic classes, with common side effects of prototypic drugs, drug side effects, and interactions of drugs with regard to disease states. Polypharmacy and reputable resources of information on drugs are reviewed.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 3

Every Fall

### MS 502B Pharmacology II

This course is part two of a two-semester sequence in pharmacology and clinical therapeutics. This

course continues the consideration of the principles of pharmacokinetics and pharmacodynamics, dosage forms, and dose-response relationships. Additional classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, common side effects of prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable resources of information about drugs.

Prerequisites: Successful completion of the fall semester course of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 3

Every Spring

### MS 503A Art and Science of Medicine I

This course is part one of a two-semester sequence in the art and science of physical diagnosis. Students learn the principles of patient interviewing, the components and practice of conducting the medical history, and the technique of performing a physical examination. Areas of focus in the physical examination include the general survey, vital signs, head, ears, eyes, nose, throat, neck, chest, and heart. Students also learn the indications, contraindications, techniques, and complications of common clinical procedures. This course contains both lecture and laboratory components.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 2

Every Fall

### MS 503B Art and Science of Medicine II

This course is part two of a two-semester sequence in the art and science of physical diagnosis. Students learn the principles of patient interviewing, the components and practice of conducting the medical history, and the technique of performing a physical examination. Areas of focus in the physical examination include the include abdominal, male, and female genitalia, breasts, rectal, musculoskeletal, and neurological examinations. Students also learn the indications, contraindications, techniques, and complications of common clinical procedures. This course contains both lecture and laboratory components.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 2

Every Spring

### MS 504A Clinical Medicine I

This course is part one of a three-semester sequence in clinical medicine. This course introduces the student to epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment, and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to Dermatology, Rheumatology, Eye, Ear, Nose, and Throat (EENT), Pulmonology, and Infectious diseases.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 4

Every Fall

### MS 504B Clinical Medicine II

This course is part two of a three-semester sequence in clinical medicine. This course introduces the student to epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment, and prognosis of disease processes affecting the human body. Topics reviewed in this semester include but are not limited to Cardiology, Endocrinology, Hematology-Oncology, Nephrology, Neurology, and Women's Health.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 6

Every Spring

### MS 504C Clinical Medicine III

This course is part three of a three-semester sequence in clinical medicine. This course introduces the student to epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment, and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to Gastroenterology, Pediatrics, Psychiatry, and Radiology. This course also contains a unit of clinical problem-solving skills and case-based learning.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

Credits: 3

Every Summer

### MS 505 Psychosocial Aspects of Medicine



This course is designed to focus on areas of social and behavioral sciences and their application to clinical patients. Topics include but are not limited to cultural competency, ethnicity/race, gender identity, religion/spirituality, medical ethics, substance abuse, human sexuality, social determinants of health, palliative, and end-of-life care.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

*Credits: 1  
Every Fall*

#### **MS 506 Pathology**

This course considers the pathophysiology of disease states at a cellular, structural and systemic level, including cellular dynamics, modalities of death, the cardiovascular, pulmonary, gastrointestinal, hematologic, renal, neurological, endocrine, and reproductive systems. The genetic and molecular mechanisms of health and disease are also included with regard to its application in clinical practice.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

*Credits: 2  
Every Fall*

#### **MS 507 Role Socialization**

This course examines the physician assistant profession from its inception in the mid-1960s to the present. Topics include historical development, credentialing, laws and regulations regarding professional practice and conduct, licensure and certification, health insurance plans/reimbursement of service, the PA relationship with the physician and other health care providers, policy issues that affect practice, and professional organizations.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

*Credits: 1  
Every Spring*

#### **MS 508A Research Methods I: Introduction to Research**

This course is designed as an introduction to the fundamentals of clinical epidemiology that measures health statistics, vital statistics utilized in public health research and interventions, and prevention of medical errors. The relevance of epidemiological concepts to public health and

clinical work will be highlighted through the use of case studies and examples of current health research topics.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

*Credits: 1  
Every Spring*

#### **MS 508B Research Methods II: Evidence-Based Medicine**

This course is part two of a two-semester sequence in research methodology. This is a course designed in evidence-based medicine with topics in study design, diagnostic and screening tests, assessment of diagnostic studies, and journal club of clinical medical topics.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

*Credits: 1  
Every Summer*

#### **MS 509 Preventive Medicine**

This course examines health promotion and disease prevention, surveillance, reporting, and intervention, the public health system, patient advocacy, maintenance of population health, occupational health, mental health care, and the importance of behavior, culture, and society in regards to the perception of health accessibility to healthcare resources.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

*Credits: 1  
Every Spring*

#### **MS 510 Clinical Laboratory Science**

This course is designed to introduce students to the science of clinical laboratory medicine. Topics include but are not limited to hematologic laboratory studies, chemistries, urinalysis, cardiac enzymes, and arterial blood gases. The course will examine ways in which these and other laboratory studies inform the understanding of disease states and patient management.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

*Credits: 1  
Every Spring*

#### **MS 511 Introduction to Medical Literature**

This course prepares students to search, interpret, and evaluate the medical literature to include the use of common databases to access medical literature, the use of medical references, the limits of medical research, sampling methods, formulation of research question(s), and interpretation of basic bio-statistical methods.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

*Credits: 1  
Every Summer*

#### **MS 512 Medical Informatics**

This course considers risk management in healthcare, electronic medical records and the documentation of care, health insurance, including Medicaid and Medicare, coding and billing, health insurance fraud, health literacy, health delivery systems and health policy, and social determinants of health.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

*Credits: 1  
Every Summer*

#### **MS 513 Surgery**

The focus of the course is on the approach to clinical diagnoses, and management of the surgical patient. Topics include but are not limited to anesthesia, preoperative, intra-operative, and postoperative care, hernias, gastrointestinal disorders, liver disorders, pancreatic disease, gallbladder disease, colorectal disorders, cardiothoracic diseases, orthopedic disorders, vascular disorders, urologic disorders, and neurosurgical disorders.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

*Credits: 2  
Every Summer*

#### **MS 514 Emergency Medicine**

This course considers the approach to the emergent patient. Emphasis is placed on creation of a differential diagnosis, patient stabilization, and emergent management of disease. Topics include but not limited to: general approach to patient triage and stabilization, emergency ophthalmology and otolaryngology, chest pain, acute coronary syndrome, myocardial infarction, pericarditis, aortic

dissection, heart failure, pneumonia, asthma exacerbation, COPD, pneumothorax, fractures and sprain recognition and management, wound care, lacerations, animal/human bites, burns, abdominal pain evaluation for biliary tract disease, appendicitis, abdominal aortic aneurysm, and renal colic.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

*Credits: 1*

*Every Summer*

### **MS 601 Internal Medicine**

The Internal Medicine supervised clinical practice experience (SCPE) is specifically designed as a 5-week clinical rotation providing students with exposure to and training with male and female adult and elderly patients in an inpatient and outpatient setting. The clinical rotation focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education, counseling and preventative care, and the treatment and management of adult and elderly patients. In this clinical rotation, students have the opportunity to develop skills necessary for appropriate evaluation, treatment, and management of adult and elderly patients in both outpatient and inpatient settings. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations. Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*

*Every Fall, Spring and Summer*

### **MS 602 Surgery**

The General Surgery supervised clinical practice experience (SCPE) is specifically designed as a 5-week clinical rotation providing students with exposure to and training with male and female patients in an inpatient and outpatient surgical treatment settings including but not limited to preoperative, intraoperative, and postoperative settings. The clinical rotation focus is on the evaluation, treatment, and management of patients presenting with surgical conditions; students will participate in outpatient and inpatient consultations and pre-operative, intra-operative, and post-operative surgical patient evaluations and procedures. Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic

year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*

*Every Fall, Spring and Summer*

### **MS 603 Pediatrics**

The Pediatric clerkship is specifically designed as a 5-week clinical rotation providing students with exposure to and training with pediatric and adolescent patients in an inpatient/outpatient pediatric practice. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education, counseling, preventive care, and the treatment and management of pediatric patients. In this clerkship students have the opportunity to develop skills necessary for appropriate triage, stabilization, evaluation, treatment, and management of pediatric and adolescent patients in a pediatric medicine practice setting.

Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*

*Every Fall, Spring and Summer*

### **MS 604 Family Medicine**

The Family Medicine Clerkship is specifically designed as a 5-week clinical clerkship rotation providing students with exposure to and training across the life span to include infants, children, adolescents, adults, and the elderly in the family medicine practice setting. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare specifically related to family medicine in a family practice setting.

Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*

*Every Fall, Spring and Summer*

### **MS 605 Emergency Medicine**

The Emergency Medicine clerkship is specifically designed as a 5-week clinical clerkship rotation providing students with exposure to and training with a diverse population of male and female pediatric, adolescent, adult, and geriatric patients in the emergency medicine practice setting. The

clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education, counseling and preventative care, and the treatment and management of patients presenting with acute and emergent medical conditions. In this clerkship students have the opportunity to develop skills necessary for appropriate triage, stabilization, and initial management of patients with acute and emergent problems in an emergency department setting. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations. Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*

*Every Fall, Spring and Summer*

### **MS 606 Obstetrics and Gynecology**

The Obstetrics and Gynecology (Women's Health) clerkship is specifically designed as a 5-week clinical clerkship rotation providing students with exposure to and training with a diverse population of female patients in outpatient, inpatient, and preoperative settings. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education and counseling, treatment and management specifically related to prenatal care, obstetrical and gynecological conditions, and preventative healthcare. In this clerkship students have the opportunity to develop skills necessary for appropriate triage, stabilization, evaluation, treatment, and management of patients with prenatal, gynecological, and obstetrical conditions in an Obstetrics and Gynecology setting. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations.

Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*

*Every Fall, Spring and Summer*

### **MS 607 Behavioral Medicine**

The Behavioral Medicine (behavioral and mental health care) is specifically designed as a 5-week clinical rotation providing students with exposure to and training with male and female patients in behavioral medicine and mental health care setting; experiences can take place in the inpatient and/or outpatient setting. The clerkship focus is on

epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare specifically related to behavioral health/psychiatric conditions. In this clerkship students have the opportunity to develop skills necessary for appropriate triage, stabilization, evaluation, treatment, and management of patients with behavioral health/psychiatric conditions in a psychiatric practice setting. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations.

Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum. *The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*  
*Every Fall, Spring and Summer*

#### **MS 608 Internal Medicine Elective**

The Internal Medical Elective in the discipline of internal medicine is specifically designed as a 5-week clinical rotation providing students with exposure to and training with male and female adult and elderly patients in an inpatient and outpatient setting. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education, counseling and preventative care, and the treatment and management of adult and elderly patients. In this clerkship students have the opportunity to develop skills necessary for appropriate evaluation, treatment, and management of adult and elderly patients in both outpatient and inpatient settings. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations.

Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum. *The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*  
*Every Fall, Spring and Summer*

#### **MS 609 Surgical Elective**

The Surgical Elective is specifically designed as a 5-week clinical rotation in a particular discipline of surgery providing students with exposure to and training with male and female patients in inpatient and outpatient surgical treatment settings. The clerkship focus is on the evaluation, treatment, and management of patients presenting with surgical conditions; students will participate in outpatient

and inpatient consultations and pre-operative, intra-operative, and post-operative surgical patient evaluations and procedures.

Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum. *The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*  
*Every Fall, Spring and Summer*

#### **MS 610 Clinical Elective**

This clinical course is a clinical elective clerkship in a particular clinical discipline of either Internal medicine, surgery, or surgical subspecialty.

The Internal Medicine experience is specifically designed as a 5-week clinical elective rotation providing students with exposure to and training with male and female adult and elderly patients in an inpatient and outpatient setting. The clerkship focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education, counseling and preventative care, and the treatment and management of adult and elderly patients. In this clerkship students have the opportunity to develop skills necessary for appropriate evaluation, treatment and management of adult and elderly patients in both outpatient and inpatient settings. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations.

The Surgery/Sub-surgery specialty is specifically designed as a 5-week clinical elective rotation providing students with exposure to and training with male and female patients in an inpatient and outpatient surgical treatment settings including but not limited to preoperative, intra-operative, and postoperative settings. The clerkship focus is on the evaluation, treatment, and management of patients presenting with surgical conditions; students will participate in outpatient and inpatient consultations and pre-operative, intra-operative, and post-operative surgical patient evaluations and procedures.

Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum. *The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 4*  
*Every Fall, Spring and Summer*

#### **MS 611 Clinical Seminar I**

In this seminar, students will draw on their clinical clerkship(s) in Internal Medicine and/or the Internal Medicine elective as well as all material

previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from Internal Medicine or an Internal Medicine elective before a group of clinical year PA students and faculty member(s).

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum. *The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 1*  
*Every Fall*

#### **MS 612 Clinical Seminar II**

In this seminar, students will draw on their clinical clerkship(s) in General Surgery and/or the Surgical elective as well as all material previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from General Surgery or a Surgical elective before a group of clinical year PA students and faculty member(s).

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum. *The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 1*  
*Every Fall*

#### **MS 613 Clinical Seminar III**

In this seminar, students practice the techniques that will lead to successful completion of the Physician Assistant National Certifying Examination (PANCE). Each student will draw on all material previously learned in the entire PA Studies curriculum and additional PANCE materials to prepare for this examination, which is a prerequisite for PA licensure.

Prerequisites: Successful completion of MS 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, and 612.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 1*  
*Every Fall*

#### **MS 614 Summative Evaluation**

In this course, students will draw on all material learned in the entire PA studies curriculum to complete a summative evaluation. This evaluation is comprised of a written comprehensive examination, an objective structured clinical examination (OSCE), and a practicum in the Division's simulation lab. During the OSCE and in the simulation lab, the student will demonstrate his/her ability to evaluate, stabilize, examine, diagnose, perform clinical procedures, and treat the simulated patient. The student will also demonstrate the ability to collaborate with other members of the health care team in providing culturally competent patient care.

Prerequisites: Successful completion of MS 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, and 613.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 1*

*Every Fall*

**MS 615 Capstone Project**

PA students will select material previously learned in the PA studies curriculum to complete a Capstone project. This project fulfills the partial requirement for the Master's degree in Physician Assistant studies. The student will formulate a Capstone project and complete original research based on a clinical or professional topic of interest. The student will utilize techniques learned in Research Methods I and II, and Introduction to Medical Literature in the didactic year for the completion of the Capstone Project.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

*Credits: 2*

*Every Fall*

## Master of Social Work (M.S.W.)

LIU Brooklyn's 60-credit Master of Social Work (M.S.W.) offers degree candidates five different specializations: child and family welfare, alcohol and substance abuse, forensic social work, gerontology, and nonprofit management. The program is a collaboration between LIU Brooklyn and LIU Post (Brookville). It is accredited by the Council of Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity-sensitive practice. Students select a specific area: child and family welfare; alcohol and substance misuse; forensic social work; gerontology or nonprofit management for more specialized education in a particular area of practice. The research curriculum in the second year supports the specialization study by demonstrating the application of research methodology to the student's chosen area of specialization. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in their selected specialization area. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base, and an understanding of the relationship of values, diversity, populations at risk, and promotion of social justice to the social work professional role with systems of all sizes.

### An Interdisciplinary Approach

The M.S.W. program brings an interdisciplinary approach to graduate social work studies, combining coursework not only across campuses but also across departments within campuses and across traditional social work disciplines. Students who earn the Master of Social Work degree from

LIU will have the skills, knowledge and values required to deliver direct care to a broad population as well as in the field of their chosen concentration. They will be prepared to manage and administer social service programs and agencies within the fields of mental health, community service, social service, and case and care management.

### Advanced Standing M.S.W. Online Program with a Concentration in Child and Family Welfare

LIU offers the advanced year of the Master of Social Work program completely online (except for 6 credits of fieldwork). The M.S.W. program with a specialization in Child and Family Welfare is held over five semesters, including one summer session.

- The program is for "advanced standing" students who have completed the Bachelor of Social Work from a Council on Social Work Education (CSWE) accredited institution or students who wish to transfer from a two-year M.S.W. accredited program and who have completed their first year of study.
- Applicants must have a B.S. in Social Work from an CSWE-accredited institution or have completed the first year of study in a two-year M.S.W. CSWE-accredited program.
- This unique specialization offers students the opportunity to obtain in-depth knowledge and competency training in the critical area of child and family welfare.
- Field work experience will be available in students' local communities
- The program is designed to meet the practical needs of the working professional who need the flexibility afforded by online course instruction
- Classes begin in August

Students typically complete the degree in 4 semesters. There will be a one-day orientation at LIU Post and LIU Brooklyn in the summer, after which the Advanced Practice course, SWK 614, will be taught online in one of LIU Post and LIU Brooklyn regular summer sessions. Students will then take two courses that fall and two more in the following spring. Fieldwork begins in the second year of the program; students must complete a total of 600 hours over the course of the fall and spring semesters. The field placement component of the program can be completed in the student's area of residence. Field placement may be continued into the following summer with the permission of the local field agency. The courses are offered on LIU's Blackboard platform and allow students to work on their coursework at times that are convenient to them. The program requires students to follow the established advanced standing curriculum. Students must take the required courses offered to stay on track with their projected graduation date. The online M.S.W. Program is guided by the same standards as the on-campus and off-campus

M.S.W. programs. Plans of study, course descriptions, and general guidelines about the Master of Social Work can be accessed on the LIU website. This program is fully accredited by CSWE and taught by many of the same professors who teach on campus. The degree earned is a Master of Social Work from LIU.

This program is fully accredited by CSWE and taught by many of the same professors who teach on campus. The degree earned is a Master of Social Work from LIU.

### M.S.W., Social Work

[Program Code: 29207] {HEGIS: 2104}

#### Must Complete All Courses Listed Below.

SWK	601	Policy I: History and Philosophy of Social Work Social Welfare Policy and Services	3.00
SWK	602	Policy II: Social Welfare Policies and Services: Social Provisions & Framework	3.00
SWK	611	Social Work Practice I: Working with Individuals and Groups	3.00
SWK	612	Social Work Practice II: Working with Families	3.00
SWK	613	Social Work Practice III: Social Work Practice with Organizations and Communities	3.00
SWK	621	Human Behavior/Social Environment I: Birth through Adolescence	3.00
SWK	622	Human Behavior/Social Environment II: Young through Late Adulthood	3.00
SWK	623	Human Service Organizations and Administrative Behavior: A context for Soc Work	3.00
SWK	650	Psychopathology	3.00
SWK	701	Field Instruction I: Generalist Practice	3.00
SWK	702	Field Instruction II: Generalist Practice	3.00
SWK	703	Field Instruction III: Specialized Practice	3.00
SWK	704	Field Instruction IV: Specialized Practice	3.00
SWK	790	Capstone Seminar	3.00
SWK	798	Research Methods I: Introduction to Social Research	3.00

SWK 799 Social Work Research II: 3.00  
Advanced Research  
Methods for Practice

### Child and Family Welfare Specialization

**Must Complete All of the Courses Listed**

**Below:**

SWK 660 Families and Children: 3.00  
Policy and Services

SWK 661 Family Violence Across 3.00  
the Lifespan

SWK 663 Social Work Practice with 3.00  
At-Risk Children &  
Youth

**Must Complete One of the Courses Listed**

**Below:**

SWK 630 Forensic Social Work & 3.00  
the Criminal and Juvenile  
Justice Systems

SWK 662 Community Based 3.00  
Practice with Children  
and Families

### Substance Abuse & Mental Health Specialization

**Must Complete All Courses Listed Below:**

SWK 674 Thrs/Prn:Al/Sub Cnsl 3.00

SWK 675 Intr:Tch Sub Ab Cnsl 3.00

SWK 677 Soclg/Pslyg Aspects 3.00

SWK 678 Phys/Pharmlg Effects 3.00

### Gerontology Specialization

**Track I: Long Term Care Administration**

**Required courses:**

PM 738 Gerontology: Processes of 3.0  
Aging

PM 739 Long Term Care 3.0  
Administration

**In addition, must complete 2 out of the  
following 3 courses:**

MPA 602 Human Resources 3.00  
Management

MPA 613 Foundations in Budgeting 3.00  
and Finance in Health  
Care

MPA 616 Legal Aspects in Health 3.00  
Care Administration

**Track II: Senior Community Service**

**Required courses:**

PM 738 Gerontology: Processes of 3.0  
Aging

SWK 726 Interdisciplinary 3.0  
Assessment

**In addition, must complete 2 out of the  
following 3 courses:**

PM 743 The Management of 3.00  
Senior Community  
Programs

PM 744 Bereavement: 3.00  
Psychological, Cultural  
and Institutional  
Perspectives

PM 745 Financial, Estate, and 3.00  
Retirement Planning

### Non-Profit Management Specialization

**Must Complete All Courses Listed Below:**

PM 741 Fundraising 3.00

MPA 624 Non Profit Management 3.00

MPA 602 Human Resource 3.00  
Management

MPA 626 Legal, Etincal & Gov. 3.00  
Issues

### Forensic Social Work Specialization

**Must Complete All Courses Listed Below:**

SWK 630 Forensic Social Work & 3.00  
the Criminal and Juvenile  
Justice Systems

SWK 631 Interviewing, Evaluating 3.00  
and Offering Treatment as  
a Forensic Social Worker

SWK 632 Forensic Social Work 3.00  
with Drug and Alcohol  
Populations in the  
Criminal and Juvenile  
Justice Systems

SWK 633 Forensic Social Work and 3.00  
Domestic Violence -  
Legal, Cultural, Ethnic  
and Religious Issues in  
the Criminal and Juvenile  
Justice Systems

### Credit and GPA Requirements

Minimum Total Credits: 60

Minimum Major GPA: 3.0

**Doctor of Social Work**

The Doctorate of Social Work (DSW) is a prestigious degree that is a steppingstone to building your career. The DSW is an accelerated 45 credit program designed to be completed in two years, including two summer intensives. Classes are conveniently scheduled on the Brooklyn campus one evening per week. All classes are a hybrid of in person and online instruction.

LIU's DSW is unique in that students choose from three areas of specialization:

- Teaching in the Academy: This track prepares you to become a professor of social work
- Advanced Practice Management: This track prepares you to build a successful private practice and to build your own social work business
- Organizational Leadership: This track prepares you to move up the career ladder in an organization

LIU's DSW distinguishes itself with a student-centered focus. We recognize that students lead busy lives and have numerous commitments. Our program is designed to fit your schedule and meet your needs while you earn a respected credential that is a career game changer.

**Social Work D.S.W.**

**Social Work Core - All of the following are required:**

SWK	810	Epistemology: Theories of Knowledge	3.00
SWK	820	Mentorship	3.00
SWK	830	Social Justice, Policy and Ethics	3.00
SWK	835	Critical Imagination in Social Work	3.00
SWK	840	Evidence Based Practice and Implementation Science	3.00
SWK	845	Diversity, Inclusion, and Implicit Bias	3.00
SWK	850	Research Methods I	3.00
SWK	851	Research II	3.00
SWK	870	Capstone I	3.00
SWK	871	Capstone II	3.00
SWK	872	Capstone III/Oral Defense	3.00

**Choose one of the following concentrations:**

**Advanced Practice Management**

SWK	852	Healthcare Financial and Legal Issues	3.00
SWK	853	Management for Non-Profit Organizations	3.00

SWK	854	Healthcare Delivery Systems	3.00
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SWK	855	Supervision	3.00
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**Teaching Social Work in the Academy**

SWK	856	Pedagogy of Higher Education	3.00
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SWK	857	Teaching with Technology	3.00
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SWK	858	Syllabus Development	3.00
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SWK	859	Teach a BSW or MSW Course	3.00
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**Organizational Leadership**

SWK	860	Theories of Leadership	3.00
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SWK	861	Conflict Resolution and Negotiation	3.00
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SWK	862	Grant Writing	3.00
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SWK	863	Program Evaluation	3.00
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Total Credits required: 45

## MSW Social Work Courses

### **SWK 601 Policy I: History and Philosophy of Social Work Social Welfare Policy and Services**

This introductory policy class provides information about the development of social work as a profession; historical and contemporary social welfare policies, services and institutions; and examines how economic, political, and organizational systems influence how services are created and provided. These themes are discussed within a context of social issues and connect social welfare policy and social work practice. Students will gain historical and contemporary knowledge of the various forms and mechanisms of oppression and discrimination and their relationship to social and economic justice for society in general and at-risk/special populations.

*The student must be active in the graduate Social Work plan in order to register for this course.*

*Credits: 3*

*Every Fall and Spring*

### **SWK 602 Policy II: Social Welfare Policies and Services: Social Provisions & Framework for Policy Analysis**

This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal and national perspectives and learn about 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 helps students to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, substance abuse, and health care are also provided.

*The pre-requisite of SWK 601 is required.*

*Credits: 3*

*Every Spring and Summer*

### **SWK 611 Social Work Practice I: Working with Individuals and Groups**

The first of four practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and

relationship-building exercises, a walkthrough of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and advanced practice skills with groups in specific settings.

*A co requisite of SWK 701 is required.*

*Credits: 3*

*Every Fall*

### **SWK 612 Social Work Practice II: Social Work Practice with Families**

The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span, will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.

*Pre requisites: SWK 611 and SWK 621; Co*

*requisite: SWK 702*

*Credits: 3*

*Every Spring*

### **SWK 613 Social Work Practice III: Working with Organizations and Communities**

This practice course focuses on macro social work practice within a systems perspective. The course clarifies the common elements of practice with systems of all sizes and identifies the application of micro and mezzo strategies of intervention within the organizational and community context, e.g. work with teams, coalitions, boards.

The course provides an introduction to role theory and its application to collaboration and other forms of multi-disciplinary and interdisciplinary activity. The course begins with an analysis of the worker's role within the organization, starting with the historical antecedents of social work practice in this macro arena.

Practice III demonstrates the relationship of the generalist intervention model (GIM) to work with organizations and the various tasks of the social worker at different phases of intervention. The second half of the course focuses on social work practice with communities. The curriculum includes a systems perspective for understanding communities with an emphasis on ecological and social systems, demographic development, social stratification, and political and economic systems. The course highlights the factors that define power in the community and the worker's role in promoting social and economic justice. The course includes an analysis of the application of the generalist intervention model (GIM) to the change process in communities. The course includes material on value conflicts and value conflict

resolution in social work practice with organizations and communities as well as strategies for evaluation of practice.

*Co requisites: SWK 611 and SWK 701*

*Credits: 3*

*Every Fall*

### **SWK 614 Advanced Principles of Administrative and Clinical Practice within an Interdisciplinary Context**

The course is designed to orient advanced standing students to knowledge introduced in the first year of the two year MSW program. The course provides a theoretical orientation to the interdisciplinary context of social work practice, identifies the components of role conflict resolution, and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist practice model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention with individuals, groups and families. *Students must be active in the graduate Social Work plan or in the Advanced Standing Social Work student group to register.*

*Credits: 3*

*Every Summer*

### **SWK 621 Human Behavior/Social Environment I: Birth through Adolescence**

This course, the first of two in this sequence, provides the theoretical and empirical support for several social work values, practice skills, and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. In addition to biological, psychological, and social development, the course covers moral development.

*The student must be active in the graduate Social Work plan in order to register for this course.*

*Credits: 3*

*Every Fall and Spring*

### **SWK 622 Human Behavior/Social Environment II: Young through Late Adulthood**

The second in the sequence of two HBSE courses, this course continues to provide theoretical and empirical support for social work values and ethics while providing the generalist practitioner with the knowledge necessary to work with individuals, groups, communities, and systems of all sizes. With the focus on early, middle, and late adulthood, the social work values that are emphasized in the course embrace larger systems such as family relationships, communities, organizations, and socioeconomic policies.



A pre requisite of SWK 621 is required.

Credits: 3

Every Spring and Summer

### **SWK 623 Human Service Organizations and Administrative Behavior: A Context for Soc Work**

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structural theory. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which they influence administration and service delivery. The course provides an overview of the responsibilities necessary to support effective and efficient quality services to clients including how to manage information, finances and people.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring and Summer

### **SWK 629 Social Work Practice with Older Adults**

The course provides a clinical foundation for clinical social work practice with older adults and their families. Primary focus will be on understanding how diversity factors into the physiological, psychological, and social aspects of later life. Students will have the opportunity to develop the skills for completing multi-dimensional assessments and developing effective social work interventions with and on behalf of older adults. Focus will also be on the older adult not only as an individual but within the family and within other social systems.

Credits: 3

Not Set

### **SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems**

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice systems, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated with the competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

### **SWK 631 Interviewing, Evaluation, and Offering**

### **Treatment as a Forensic Social Worker**

The clinical overview leading to an accurate understanding of the underpinnings of the pathology which led to the involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals charged with a range of criminal and juvenile offenses with special attention to the specific issues associated with sentencing, diagnosis, incarceration, and release. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

### **SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems**

This course focuses on the role of the forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope. Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drugs and alcohol abusing offenders' behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring

### **SWK 633 Frnsc SWK & Domstc Viol- Legl,Cultrl,Ethnc & Religious Issues in Criminl & Juvenile Justice Systms**

The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic

social worker's role in impacting the institutions associated with the efforts to reduce domestic violence.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring

### **SWK 650 Psychopathology**

This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual, 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 multi-axial 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 epidemiological 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.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

### **SWK 660 Families and Children: Policy and Services**

This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, 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.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

### **SWK 661 Family Violence Across the Lifespan**

This course examines the problem and

consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

*Credits: 3*

*Every Fall*

### **SWK 663 Social Work Practice with At-Risk Children & Youth**

This course provides a bio-psycho-social developmental perspective 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 (Marsh 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 adaptations, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

*Credits: 3*

*Every Spring*

### **SWK 674 Theories and Principles of Alcohol and Substance Abuse Counseling**

This course will introduce students to the basic theories and principles of alcoholism and substance

abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis will be placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

*Credits: 3*

*Every Spring*

### **SWK 675 Introduction to the Techniques of Substance Abuse Counseling**

This course provides students with a foundation in basic techniques of counseling the substance abuse population. Students will receive a comprehensive overview of chemical dependency treatment and explore various counseling intervention methods. The qualities and professional skills for competent and effective practice will also be thoroughly examined.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

*Credits: 3*

*Every Fall*

### **SWK 677 Sociological and Psychological Aspects of Substance Abuse**

This course will offer students a comprehensive view of alcohol and drug use and alcohol and addiction from a historical perspective. Utilizing cultural attitudes, legal sanctions and normative values regarding alcohol and drug use, students will analyze what addiction is and who is an addict by various disciplines (i.e., medicine, sociology, psychology, etc.) and systems (i.e., family, criminal justice, social services, etc.). Students will examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact alcoholics and/or addicts as well as the substance abuse counselor.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

*Credits: 3*

*Every Spring*

### **SWK 678 Physical and Pharmacological Effects of Substance Abuse**

This course will examine how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will

be discussed.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

*Credits: 3*

*Every Fall*

### **SWK 701 Field Instruction I**

This is the first course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students (1) to function at a beginning level of competence in a social service delivery system (2) to develop generalist problem-solving and relationship-building skills and (3) to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients. *A co requisite of SWK 611 is required.*

*Credits: 3*

*Every Fall*

### **SWK 702 Field Instruction II**

Field Instruction II is the second course in the field practicum sequence and represents the culmination of the Foundation year. Field Instruction II provides students with the opportunity to further integrate and build upon the knowledge, values and skills assimilated during the previous semester. Students further their proficiency in intervening with diverse problems and multiple sized systems, develop more intensive interactive helping skills, become better adept at writing process records and other agency records, assume more responsibility in supervision and inter-professional collaboration, and utilize research and the skills of policy practice to benefit clients. They are increasingly expected to apply a multilayered understanding of generalist practice concepts and skills to their work with clients. Students gain greater awareness of their own value base and its compatibility to professional social work values, and can utilize more sophisticated expression of their dilemmas through the supervisory and self-evaluative process. They must also demonstrate greater professional responsibility by preparing supervisory agendas; monitor both learning and client goals by evaluating progress made toward both. Learning contracts are further refined, and tasks are operationalized and tethered to the mid-semester field evaluation. Again, students are required to participate in the self-evaluation process continually throughout the semester both in oral and written evaluation sessions, as well as evaluating their field experience and supervisor.

*A co requisite of SWK 612 is required.*

*Credits: 3*

*Every Spring*

### **SWK 703 Field Instruction III**

This is the third course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field

Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students (1) to gain expertise in gerontology, not-for-profit management or substance and alcohol abuse (2) to function at an advanced level of competence in a social service delivery system (3) to continue to practice problem-solving and relationship-building skills, (4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

*Pre requisites: SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 OR must be active in the Advanced Standing Social Work student group*

*Credits: 3*  
*Every Fall*

#### **SWK 704 Field Instruction IV**

Field Instruction IV is the second course in the Advanced Curriculum/ Specialized Practice Year. It shares its objectives with Field Instruction III. Applying social work knowledge, skills and values in the practicum is understood as a developmental process. Students make a solid beginning in the Foundation Year, continue to work towards these objectives in the Specialized Practice Year and continue to grow and develop as master's level practitioners after earning their degree. In this spirit, in Field Instruction IV, students further their developing expertise in their specialization as described above and deepen their understanding of allied disciplines. Collaborations with professional colleagues across disciplinary lines have the opportunity to develop and mature over time.

*Pre-requisites: SWK 703 is require or must be active in the Advanced Standing Social Work student group.*

*Credits: 3*  
*Every Spring*

#### **SWK 707 Thesis Research Consultation**

In this first semester of thesis preparation, students complete the advanced study of the scientific method in the Social Work discipline, together with the preparation of a master's thesis proposal, and an outline of the thesis.

*Credits: 3*  
*Not Set*

#### **SWK 708 Thesis**

The second semester of thesis preparation is devoted to the actual writing of the thesis.

*Credits: 3*  
*Not Set*

#### **SWK 726 Interdisciplinary Assessment**

The first half of this course will cover assessing mental health conditions commonly found in many older adults, such as depression, dementia, delirium, and anxiety. Caregiver and family roles will also be covered. The second half of the course will promote a clarification of the roles of different practitioners and the purpose of different health, financial legal and social services organizations serving the elderly in the community.

*Credits: 3*  
*On Demand*

#### **SWK 790 Capstone Seminar**

This course is intended to provide students with the academic framework within which they design and implement the capstone project. Students review their knowledge about role conflict within interdisciplinary setting that is related to their respective areas of concentration studies. Students then choose a topic related to the concentration area and design and carry out a research project that examines role conflict within an interdisciplinary context of social work. Finally, students design a solution to the role conflict that is embedded in interdisciplinary collaborative practice of social work. The course focuses on application of skills that have been taught in previous semesters within a particular area of concentration. Such skills include: Critical thinking, ethical practice, practice skills in systems of all sizes, research skills, communication skills, organizational skills and interdisciplinary collaboration.

*Pre requisite: SWK 799 or must be active in the Advanced Standing Social Work student group*

*Credits: 3*  
*Every Spring*

#### **SWK 798 Research Methods I: Introduction to Social Research**

This course places significant emphasis on the adherence to social work values and ethical standards in research and in practice evaluation. It requires the students to ask themselves Why be ethical in an effort to help the student realize that a personal moral code is the best defense against unacceptable and unethical conduct. The student is encouraged to ponder the question of ethics with guidance from social work values and guiding principles, and the NASW Code of Ethics.

Students are presented with practical examples of ethical dilemmas and required to address the situation using critical thinking skills, technical training, and social work values. This course aims to improve students understanding of the place research plays and has played in social work practice. Using the Code of Ethics as a foundation for all research ventures, students will be taught the basic concepts of research question formation, psychometrics and use of measurement instruments. The course will introduce key components of research including research design, data collection, appropriate communication of research findings, and its relevance to the evaluation of practice, programs, and policies.

*The student must be active in the graduate Social Work plan in order to register for this course.*

*Credits: 3*  
*Every Spring*

#### **SWK 799 Social Work Research II: Advanced Research Methods for Practice**

Social work values and ethics continue to guide the student's development of technical skills for

generating social work knowledge and the evaluation of social work practice. With a greater emphasis on the sensitive development and use of technology with populations-at-risk, social work values and ethics continue to be the primary components in the content of this course.

Accessing secondary data and the judicious and ethical use of the data coupled with cultural sensitivity will be woven into the fabric of the course and frequently discussed and practiced. This course aims to develop students ability to apply qualitative and quantitative research design to their area of concentration. By offering students an opportunity to design appropriate measurement instruments, identify appropriate sampling method and differences between group research design and case research design, students will gain knowledge needed to evaluate research and apply its tenets to social work. Moreover, this course gives students an opportunity to practice implementing research by familiarizing students with various data collection methods, encouraging their use of secondary data, and teaching them basic psychometric and data analysis processes.

*Pre requisite: Must be active in the graduate Social Work plan or active in the Advanced Standing Social Work student group to register.*

*Credits: 3*  
*Every Fall*

#### **SWK 810 Epistemology: Theories of Knowledge**

This course will explore how evidence is established. Epistemology is the study of the development of knowledge and justification. Specifically, the course will explore the assumptions concerning human and social activities that lead to theoretical claims of evidence, with special emphasis on application to social work.

*Credits: 3*  
*Not Set*

#### **SWK 820 Mentorship**

This course will explore the functions of a mentor at the theoretical, administrative and educational levels in agency settings, higher education and autonomous practice. The multifaceted roles of the mentor as consultant, a trusted guide, a caring responsible adult and a positive role model will be studied from a variety of theoretical perspectives. Issues concerning ethical commitment, personal and professional interests and intersectionality in the areas of race, class, ethnicity, national origin, disability and sexual orientation will constitute major themes for the course.

*Credits: 3*  
*Annually*

#### **SWK 830 Social Justice, Policy and Ethics**

This course will engage students in a critical discussion of social justice, policy and ethics at the highest educational level of Social Work. Students will be challenged to increase their knowledge of diversity, social policy and ethical considerations at the advanced learner level.

This course calls for the exploration of knowledge base conceptualizations aligned with skills needed to work towards justice at the Macro level.

Humans' rights as it pertains to the Code of Ethics in social work will be thoroughly examined and demonstrated during the semester. Students will be challenged to demonstrate skills needed to work towards justice. This includes understanding power and control, social constructions, and ethical considerations.

*Credits: 3*

*Annually*

### **SWK 835 Critical Imagination in Social Work**

This course is inspired by the classic statement of the American sociologist C. Wright Mills in his book *The Sociological Imagination*. The foundation for the course introduces students to the conceptual understanding of the differences between 'personal troubles' and 'public issues'. Social work as a profession and social workers as practitioners are essential in providing services to individuals, families, communities and organizations in the present moment and the immediate future. As such, imaginative and innovative approaches must be developed to fulfill the mission of the profession in the areas of health, mental health, poverty, discrimination, climate change and food insecurity. The approach will allow students to conceptualize these challenges by developing an understanding of the 'intersection of history and biography' and create novel and innovative interventions that identify the processes to advance the biopsychosocial wellbeing of client systems into the future.

*Credits: 3*

*Annually*

### **SWK 840 Evidence Based Practice and Implementation Science**

This course emphasizes use of current research evidence in Social Work to promote Evidence-Based Practice with individuals, families, organizations and communities. The concept of Evidence-Based Practices (EBP) was originally developed in the medical field and has subsequently been adopted by most disciplines in the health professions. It provides foundational knowledge that supports students' abilities to describe and interpret the scope of the profession, appraise new knowledge, create new knowledge, and interpret and apply this knowledge to practice. EBP approach has been adopted by the Council on Social Work Education as a pivotal skill for the training of social workers. Evidence based practice stands in opposition to authority-based practice which relies on opinions and anecdotal accounts to justify a specific practice. An important component of EBP is Shared Decision-Making (SDM), a communication process by which clients and practitioners work together to make optimal care decisions that align with what matters most to each client. The course complements the research

courses by providing student with the tools to assess internal and external validity of specific studies of specific practices.

*Credits: 3*

*Annually*

### **SWK 845 Diversity, Inclusion, and Implicit Bias**

This course offers a multidimensional perspective on issues of diversity and bias within social service organizations and historically marginalized communities. The course will provide the opportunity for students to explore the multifaceted roles social work leaders engage in within an ever-changing diverse world and workplace.

The course allows students to explore how Social Work competencies and relevant theories on diversity can be applied to promote justice in decision making to address implicit biases, microaggressions, race relations, gender, gender identity, social policy development, individual and group dynamics within community and organizational structures.

*Credits: 3*

*Annually*

### **SWK 850 Research Methods I**

This course introduces students to the scientific method as a way of knowing and provides an overview of the research methods most commonly used in research relevant to social work profession. The course will cover quantitative and qualitative research. The core purposes of this course is to equip DSW students with the knowledge of research methods implicit in organizational leadership functions such as evidence-based management of human services organizations, evaluation of programs and direct practices, management of services tailored to unique practice communities, as well as teaching and professional training of social workers.

*Credits: 3*

*Annually*

### **SWK 851 Research II**

This course teaches students about use of the scientific method to develop, test and implement interventions and policies relevant to the social work profession, the areas of mental health and social services. The broad research approach most relevant to intervention development, testing and implementation is experimental clinical trials. Correspondingly, this course is dedicated to introducing doctoral students to the core principles of clinical trials such as manipulation, causality criteria, internal and external validity of trials, threats to validity and ways to address them, as well as quasi-experiments and natural experiments.

*Pre-requisites of SWK 830, 835, and 840 are required.*

*Credits: 3*

*Not Set*

### **SWK 870 Capstone I**

Capstone I is the first of three sequential courses

that position the student to meet the capstone graduation requirement. The capstone is the culminating project of the DSW and entails the production of a substantial report on original research or an independent investigation of a topic of significance to the field of study. The capstone project provides the student with the opportunity to develop and demonstrate their ability to clearly define a problem of significance to the social work profession, to articulate a theoretical framework that relates to their topic, to write a literature relevant to the problem, describe prior attempts to resolve the issue, and generate original ideas to address the issue.

*Pre-requisites of SWK 830, 835, and 840 are required.*

*Credits: 3*

*Annually*

### **SWK 871 Capstone II**

Capstone II is the second of three sequential courses that lead to a completed capstone and oral defense. Capstone 2 course provides students with the knowledge and skills to write a capstone proposal. In this course, students build upon the capstone formulation developed in Capstone 1. The objective of a proposal development process enables student to clarify and synthesize the conceptual framework formulated in Capstone I. At this level, students will be constructing the necessary foundation for the successful completion of the capstone. Proposals must have as their ultimate objective a contribution to the knowledge of the different areas of practice of social work.

*Pre-requisites of SWK 830, 835, and 840 are required.*

*Credits: 3*

*Annually*

### **SWK 872 Capstone III/Oral Defense**

Capstone III is the final of three sequential Capstone courses. In this course, students complete their capstone project and present it in an oral defense. This course constitutes the culmination of the Doctoral program. As such, students pull together and synthesize the knowledge and skills acquired during two years of rigorous and intensive study offered by the curriculum. Capstone III builds on the foundation developed in Capstone I and II. In Capstone III, the student builds upon and expands the Capstone proposal. The student is expected to produce a scholarly report on a topic of significance to the social work profession. Students have a variety of options to choose from when deciding how to develop their capstone topic, including systematic/ scoping reviews, quantitative designs including intervention studies and surveys, qualitative studies, and data driven development of practice manuals. The final product may be in the form of a traditional chapter-style manuscript or one publishable article.

*Credits: 3*

*Annually*

## DEPARTMENT OF PSYCHOLOGY AND COUNSELING

The Department of Psychology and Counseling offers education and training in understanding emotions and behavior, at the undergraduate, master's, and doctoral levels. The department is comprised of 10 full-time faculty members, with specialties including personality assessment, mentalization, and reflective functioning, emotional regulation, psychotherapy process and outcome, cultural and ethnic issues, community violence, the development of aggression, abuse and trauma, racial stereotypes, and prejudice, psychological problems with political refugees and psychodynamic and cognitive-behavioral models of treatment. Full-time faculty members teach at all levels of the department.

The department offers two programs of graduate study, one leading to the Doctor of Philosophy in Clinical Psychology, and the other leading to the Master of Arts in Psychology. Candidates for any graduate degree in psychology may be terminated at any time because of weak academic performance, professional unsuitability, or failure to progress at a satisfactory rate.

### Marriage and Family Therapy

Our graduates practice marriage and family therapy following the scope of practice delineated by the Office of the Professions of the New York State Education Department.

- Marriage and family therapists provide individual, couple, family, relational and group therapy. They assess, treat, and implement change in the overall, long-term well-being of individuals, couples, families, and those in other relationships. The traditional emphasis on the individual is expanded to include consideration of the nature and roles of individuals in relation to others, particularly in the family system.
- Marriage and family therapy focuses not only on the individual patient—even if it is a single person seeking therapy—but on the context and relationships in which the person participates. All relationship contexts are considered, including the married or committed couple, family, school, work, social, community, and other relational systems.
- Marriage and family therapists treat a wide range of clinical problems including depression, marital problems, anxiety, nervous and mental disorders, as well as relationship, couple, family, and child-parent problems.
- Marriage and family therapy is often brief and solution-focused and it is designed to achieve specific therapeutic goals of individuals and families. Marriage and Family therapists learn to utilize assessments such as the family

environmental scale and the family stress and support inventory. In addition, these clinicians learn how to create family genograms with their clients and learn therapeutic modalities such as systemic family therapy.

The American Association for Marriage and Family Therapy (AAMFT) is a nonprofit professional association in the field of marriage and family therapy representing clinicians across the United States. The association provides support on licensing in all 50 states, develops and curates annual conferences on systemic family therapy, leadership, racial justice, and provides an opportunity to network and connect with approved supervisors.

### M.S. Marriage and Family Therapy

Our **60-credit M.S. in Marriage and Family Therapy** provides students with the core knowledge necessary to work with individuals, couples, and families in a variety of settings. The program requires extensive clinical training and satisfies the educational requirements for the New York State Marriage and Family License. To receive licensure, students must complete the educational requirements, 1,500 hours of supervised experience in the practice of marriage and family therapy, and a passing grade on the Examination in Marital and Family Therapy developed by the Association of Marital and Family Therapy Regulatory Boards.

### M.S., Marriage and Family Therapy [Program Code 36003] {HEGIS: 2104.1}

#### Marriage and Family Therapy Prerequisite Core Courses

CSP	615	Professional Issues and Ethics in Counseling	3.00
CSP	707	Foundations in Marriage and Family Therapy	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	700	Family Law	3.00

#### Marriage and Family Therapy Common Core Courses

CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP	639	Therapeutic Interventions with Diverse Children and Adolescents	3.00
CSP	658	Couples Therapy	3.00

CSP	679	Substance Abuse & High-Risk Behaviors	3.00
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#### Marriage and Family Therapy Specialty Courses

CSP	657A	Marriage and Family Counseling: Theoretical Foundations	3.00
CSP	657B	Contemporary Marriage and Family Theories	3.00
CSP	657C	Marriage and Family Counseling: Clinical Knowledge and Skills	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

#### Marriage and Family Therapy Practice Courses

CSP	661F	Marriage and Family Counseling Practicum	3.00
CSP	665F	Marriage and Family Counseling Internship I	6.00
CSP	666F	Marriage and Family Counseling Internship II	6.00

#### Credit and GPA Requirements

Minimum Total Credits: 60 Credits

Minimum GPA: 3.0

### Advanced Certificate, Marriage and Family Therapy

This 39-credit Advanced Certificate program in Marriage and Family Therapy satisfies the educational requirements for the New York State Marriage and Family Therapy License. To receive licensure, students must complete the educational requirements, 1,500 hours of supervised experience in the practice of marriage and family therapy and a passing grade on the Examination in Marital and Family Therapy developed by the Association of Marital and Family Therapy Regulatory Boards.

### Advanced Certificate, Marriage and Family Therapy

[Program Code 36004] {HEGIS: 2104.1}

#### Marriage and Family Therapy Specialty Courses

CSP	657A	Marriage and Family Counseling: Theoretical Foundations	3.00
CSP	657B	Contemporary Marriage and Family Theories	3.00

CSP	657C	Marriage and Family Counseling: Clinical Knowledge and Skill	3.00
CSP	658	Couples Therapy	3.00
CSP	700	Family Law	3.00
CSP	707	Foundations of Marriage and Family Therapy	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

**Marriage and Family Therapy Practice Courses**

CSP	661F	Marriage and Family Counseling Practicum	3.00
CSP	665F	Marriage and Family Counseling Internship I	6.00
CSP	666F	Marriage and Family Counseling Internship II	6.00

**Credit and GPA Requirements**

Minimum Total Credits: 39 Credits  
 Minimum GPA: 3.0

**Mental Health Counseling**

Mental Health Counseling is a distinct profession with national standards for education, training and clinical practice. Mental health counselors work with individuals, families, and groups to address and treat mental and emotional disorders and to promote positive overall mental health. They are trained in a variety of therapeutic techniques used to address issues such as depression, anxiety, addiction and substance abuse, suicidal impulses, stress, trauma, low self-esteem, and grief. They also help with job and career concerns, educational decisions, mental and emotional health issues, and relationship problems. In addition, mental health counselors are involved in community outreach, advocacy, and mediation activities. Some specialize in delivering mental health services for the elderly. Mental health counselors often work closely with other mental health specialists, such as psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors. The field of counseling includes knowledge and awareness of social justice, trauma, racial trauma, and inclusivity.

Mental health counselors work in community health and social service organizations, day treatment programs, outpatient mental health clinics, hospitals, or private and group practices. Mental health counselors are highly skilled professionals who provide a full range of services including assessment and diagnosis, psychotherapy, treatment planning and utilization

review, brief and solution-focused therapy, alcoholism and substance abuse treatment, psycho-educational and prevention programs, and crisis management.

The New York Mental Health Counselors Association (NYMCHA) is the state organization that represents the interests of the clinical counselors of New York State and was instrumental in the passage of legislation that created the Mental Health Counselor license (LMHC) in 2002. In addition, the American Counseling Association (ACA) is a membership organization representing licensed professional counselors, counseling students, and other counseling professionals in the United States. It is the world's largest association exclusively representing professional counselors. There are 20 divisions that represent areas including but limited to social justice and multicultural counseling, trauma, PTSD and soldiers, and ethics. Counselor's code of ethics was developed by ACA.

If you are interested in a challenging career working with individuals, groups, couples, families, the young and the elderly, and you want to help people lead more fulfilling lives, you will find a career in mental health counseling to be enjoyable and gratifying.

**M.S. Mental Health Counseling**

The 60-credit M.S. in Mental Health Counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and psychopharmacology. Our 60-credit M.S. in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

**M.S. in Mental Health Counseling**

[Program Code 79432] {HEGIS: 2104.1}

**All of the following core courses are required:**

CSP	615	Professional Issues and Ethics in Counseling	3.00
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CSP	649	Counseling Theories and Applications	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	654	Counseling Skills & Processes	3.00
CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP	682	Career Development and Counseling	3.00

**All of the following specialty practice courses are required:**

CSP	661M	Mental Health Counseling Practicum	3.00
CSP	665M	Mental Health Counseling Internship I	6.00
CSP	666M	Mental Health Counseling Internship II	6.00

**All of the following specialty courses are required:**

CSP	706	Foundations of Mental Health Counseling	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

**A total of 12 credits of electives is required.**

**Credit and GPA Requirements**

Minimum Total Credits: 60 credits  
 Minimum GPA: 3.0

**Advanced Certificate, Mental Health Counseling**

The 24-credit Advanced Certificate Program in Mental Health Counseling is for students who already have a master's degree in counseling and wish to meet the educational requirements to become licensed as a mental health counselor. To enter this program, students' graduate transcript in counseling must reflect coursework in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and

psychopharmacology. Along with a master's degree in counseling, our 24-credit Advanced Certificate Program in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

### Advanced Certificate, Mental Health Counseling

[Program Code 33446] [HEGIS: 2104.1]

#### All of the following courses are required:

CSP	661M	Mental Health Counseling Practicum	3.00
CSP	665M	Mental Health Counseling Internship I	6.00
CSP	666M	Mental Health Counseling Internship II	6.00
CSP	706	Foundations of Mental Health Counseling	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

#### Credit and GPA Requirements

Minimum Total Credits: 24 Credits

Minimum GPA: 3.0

## SCHOOL PSYCHOLOGY

### ABOUT THE FIELD OF SCHOOL PSYCHOLOGY

School psychologists work with students individually and in groups. They also develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, addressing the abuse of drugs and other substances, and preventing and managing crises. In addition, most school psychologists provide the following services:

#### Consultation

- Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.
- Help others understand child development and how it affects learning and behavior.
- Strengthen working relationships with teachers, parents, and service providers in the community.

#### Evaluation

- Evaluate eligibility for special services.

- Assess academic skills and aptitude for learning.
- Determine social-emotional development and mental health status.
- Evaluate learning environments.

#### Intervention

- Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance.
- Work directly with children and their families to help resolve problems in adjustment and learning.
- Provide training in social skills and anger management.
- Help families and schools manage crises such as death, illness, or community trauma.

#### Prevention

- Design programs for children at risk of failing at school.
- Promote tolerance, understanding, and appreciation of diversity within the school community.
- Develop programs to make schools safer and more effective learning environments.
- Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.
- Develop partnerships with parents and teachers to promote healthy school environments.

#### Research and Planning

- Evaluate the effectiveness of academic and behavior management programs.
- Identify and implement programs and strategies to improve schools.
- Use evidence-based research to develop and/or recommend effective interventions.

For more information on the field of school psychology, visit the National Association of School Psychologists' website at [www.nasponline.org](http://www.nasponline.org).

#### ADMISSIONS REQUIREMENTS

- B.A. or B.S. degree from an accredited college, with a 2.75 GPA.
- Individuals with or without a background in psychology or education are encouraged to apply.
- A written statement of professional goals, including a rationale for why the candidate has chosen the field of school psychology.
- Two professional letters of reference from academic instructors or professional supervisors.

Based on the information that the candidate provides, as well as space limitations, a select number of students will be interviewed.

#### PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Maintenance of a 3.0 Grade Point Average
- Prompt resolution of any INC or UW Grades
- Satisfactory professional dispositional reviews in the areas of attendance, preparedness, attitude toward learning, response to feedback, reflectiveness, classroom engagement and

participation, expressive coherence, and professionalism.

## M.S.Ed. School Psychology

The 60-credit M.S.Ed. Program in School Psychology provides students with core knowledge and skills necessary to work in today's schools. Specifically, our program has outlined ten competencies based on what was delineated by the National Association of School Psychologists (NASP). These include data-based decision-making; consultation and collaboration; effective instruction; socialization and the development of life skills; student diversity in development and learning; school and systems organization; policy development and the development of appropriate school climate; prevention, crisis intervention and mental health interventions; home-school collaboration; research and program evaluation; and information technology. Our 60-credit M.S.Ed. Program in School Psychology is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school psychologist.

In addition to the requirements for the general School Psychology degree, students may elect to take one or both of two specializations, each of which entails another 6 credits of coursework:

1. Early Childhood Specialization prepares school psychologists to work with infants, toddlers and preschoolers, and their families. This sequence consists of two three-credit courses: one that covers the administration and interpretation of infant assessment instruments, and one that explores current theory and research in infant development. This specialization does not lead to a separate New York State certification but is designed to help our graduate students acquire the knowledge base and practical skills for working with a particularly sensitive population.
2. Bilingual Specialization prepares school psychologists to work with linguistically diverse children and their families. It includes two three-credit courses: a course in bilingual education and a course in bilingual assessment. Students who wish to be certified as bilingual school psychologists must also receive passing scores on the Bilingual Education Assessment Test (BEA) of the New York State Teacher Certification Exams (NYSTCE), or the previously administered Target Language Proficiency Assessment (TLPA). Information regarding the BEA exam can be found at [www.nystce.nesinc.com/NY\\_viewSG\\_opener.asp](http://www.nystce.nesinc.com/NY_viewSG_opener.asp). (It is recommended that students take the exam after they have taken and completed TAL 823.)

### M.S.Ed., School Psychologist

[Program Code 06905] [HEGIS: 0826.01]

**The following courses are required:**

**Developmental Sequence - 6 credits**

CSP	633	Developmental Psychology	3.00
TAL/ CSP	xxx	TAL graduate-level elective OR CSP 825 Maintenance of Client Records in Behavioral Analytic Practice	3.00

**Diagnostic Sequence - 9 credits**

CSP	650	Developmental Psychopathology	3.00
CSP	651	School Neuropsychology	3.00
CSP	702	Diagnosis of Learning Problems	3.00

**Assessment Sequence - 15 credits**

CSP	704	Research and Measurement in Education	3.00
CSP	721A	Cognitive Assessment I	3.00
CSP	721B	Cognitive Assessment II	3.00
CSP	722A	Personality Assessment I	3.00
CSP	722B	Personality Assessment II	3.00

**Intervention Sequence - 15 credits**

CSP	655	Applied Behavior Analysis I	3.00
CSP	703	Parent Consultation and Intervention	3.00
CSP	714	Educational Consultation in Multicultural School Settings	3.00
CSP	720	Community School Psychology	3.00
CSP	799/801	Individual and Group Counseling Practices in School Settings OR Behavior Therapy and Autism Spectrum Disorder	3.00

**Fieldwork and Professional Issues Sequence - 15 credits**

CSP	680A	Issues in School Psychology	3.00
CSP	680B	Fieldwork in School Psychology I	3.00
CSP	680C	Fieldwork in School Psychology II	3.00
CSP	781A, 781B, or 781C	Internship in School Psychology I - General, Bilingual or Early Childhood	3.00

CSP	782A,	Internship in School	3.00
	782B,	Psychology II - General, or Bilingual or Early 782C Childhood	

Students who wish to specialize in bilingual school psychology should take the bilingual internship courses (CSP 781B and CSP 782B) and are also required to take TAL 823 and CSP 724. Total credits = 66.

Students who wish to specialize in early childhood school psychology should take the early childhood internship courses (CSP 781C and CSP 782C) and are also required to take CSP 723 and CSP 733. Total credits = 66.

**Credit and GPA Requirements**

Minimum Total Credits: 60 Credits

Minimum GPA: 3.0



## Counseling Courses

### CSP 518 Play Therapy

A survey of methods, materials and techniques for working with children. Consideration of different approaches and the therapeutic use of play.

*The pre-requisites of CSP 615, 649, 652, 654 are required as well as CSP 657A or CS 706.*

*Credits: 3*

*Rotating Basis*

### CSP 615 Professional Issues and Ethics in Counseling

An overview of professional orientation and ethical practice. Examines ethical and legal issues in counseling and the behavioral sciences. Includes theories of moral philosophy and the development and application of professional codes. An exploration of ethical standards of the American Counseling Association, related entities, and applications of ethical and legal considerations in professional counseling. Examination of case law, and the ethical decision-making model.

*Credits: 3*

*Every Fall*

### CSP 633 Developmental Psychology

This course is intended to review the different stages of human development from birth to age 21. It includes a review of different perceptions and conceptions of development and an exploration of the historical evolution of such perspectives. The emotional, cognitive, social and physical challenges that children face as they grow older will be reviewed. Major developmental theories and research findings will be presented such as Neo-Piagetian theory, racial identity development theory, developmental theories based on LGBT issues, immigration issues and second language issues. Theorists such as Bronfenbrenner, Kohlberg, Gardner, and Erickson will also be reviewed.

Three credits.

*Credits: 3*

*Annually*

### CSP 639 Therapeutic Interventions with Diverse Children and Adolescents

This course provides a contextual exploration of today's youth in the urban environment, centralizing foci on the counselor's role as an advocate and the role of resilience in response to youth risk. Critical to this course is an intersectional analysis relative to the effect of race, ethnicity, class, gender/gender expression, sexual identity and orientation, and their ability to shape the lives of young people (ages 5-18) developing in urban communities and schools as members and learners. A focus on therapeutic interventions with children and adolescents individually, in groups, and within school, community and familial contexts to respond to early and/or complex trauma as well as to support

mental health and well-being is engaged. Issues such as substance use and abuse, gang involvement, teen pregnancy, sexually transmitted diseases, HIV, the role of the media, technology and music will be discussed.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.*

*Credits: 3*

*Rotating Basis*

### CSP 652 Human Development Across the Lifespan

An overview of theories of individual and family development, transitions across the lifespan, and theories of learning and personality development. This course lays the foundation for how the individual develops from conception through old age and provides insight into what the developmental factors are in normal and abnormal development with relation to socialization, cognition, and physical development. The course introduces the student to theories of learning, personality development, etiology of addictions, and addictive behaviors, and provides a general framework for understanding differing abilities and strategies for differentiated interventions. There is a focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

*Credits: 3*

*Every Fall and Spring*

### CSP 657A Family Counseling in the Urban Setting

Marriage and family counseling theories and techniques and their application within a diverse society are presented. Students will explore the major theories of marriage and family counseling and psychotherapy, including psychodynamic, Bowenian, experiential, structural, systemic, and strategic theories, amongst others.

*The pre-requisites of CSP 615, 649, 652 and 654 are required.*

*Credits: 3*

*Annually*

### CSP 657B Contemporary Marriage and Family Theories

This course will focus on post-modern, and contemporary theories in the field of marriage and family therapy. Theories such as Feminist Family Therapy, Narrative Therapy, Solution-Focused Therapy, and Collaborative Language Systems will be explored. Further, the act of therapy as being empowering and just will be discussed. Diverse family configurations will be considered that have recently been included in the field of marriage and family therapy; sexual minority families, families with diverse gender locations, immigrant families etc. Students will engage in critical thinking as a skill in having conversations with clients. From a post-modern perspective, therapy is seen as a personal, professional, and political act.

*The pre-requisites of CSP 615, 649, 652, 654 and 657A are required.*

*Credits: 3*

*Annually*

### CSP 657C Marriage and Family Therapy: Clinical Knowledge and Skills

Focus is on healthy and unhealthy family functioning, including the recognition of specific problems and appropriate interventions. Attention to the impact of human sexuality on families and couples. Consideration of preventative methods to encourage family wellness. Study of societal trends and treatment issues related to working with multicultural and diverse family systems. Concentration on principles and methods of case conceptualization and assessment with couples and families.

*Prerequisites of CSP 657A and 657B are required.*

*Credits: 3*

*Annually*

### CSP 658 Couples Therapy

This course will focus on theories and practices of couples therapy. There will be a focus on systemic approaches to working with conflict as well as utilizing strengths and resources of the couple. Strategies in joining, assessment, intervention, and termination will be examined. Contextual issues such as sexual orientation, gender, race and class will be emphasized throughout the course. Students will be introduced to significant literature and research on couples therapy.

*Pre requisites: CSP 615 and CSP 652*

*Credits: 3*

*Annually*

### CSP 659 Counseling and A Pluralistic Society

An exploration of the context of relationships, issues, and trends in a culturally and linguistically diverse society. Focus on theories of identity development in multiple domains, and multicultural counseling theories and competencies. Investigation into the nature of biases, prejudices, oppression, and discrimination and their effects. This course will provide an overview of the issues involved in social psychology as well as theories that relate to multiculturalism in our society, especially with regards to the provision of counseling services to culturally diverse clients in the community.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A, or CSP 705, or CSP 706.*

*Credits: 3*

*Every Fall and Spring*

### CSP 660A Group Work

An introduction to principles of group dynamics, approaches to group leadership and authority, theories and methods of group counseling. Issues of culture, diversity, and identity in groups will be addressed. The course also explores various psychotherapeutic techniques as they apply to decision-making, problem-solving, and resolution of

conflict involving groups of people of all ages. Includes an experiential group experience of at least 10 hours and the study of different types and settings of group work, including psychoeducational groups and therapeutic groups with various clinical populations.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A, or CSP 705, or CSP 706.*

*Credits: 3*

*Every Spring*

### **CSP 661F Marriage and Family Counseling Practicum**

Students work 100 hours in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete a minimum of 40 hours in direct service to clients. Audiotaping, videotaping, or live supervision is required.

*Pre-requisites of CSP 615, 649, 652, 654, 657A and ALCX 702 are all required. CSP 712 is pre or co-requisite*

*Credits: 3*

*Annually*

### **CSP 661M Mental Health Counseling Practicum**

This course gives students the opportunity to integrate their academic learning and classroom interactions with practical fieldwork experiences and helps prepare them for their upcoming internship placements. Students participate in a field experience; receive individual supervision at the practicum site and group supervision in the classroom setting; practice integrating assessment and counseling techniques into case conceptualization and treatment planning, and practice documenting their interactions with clients. Students work 100 hours in a mental health setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group, and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 40 hours in direct service is required. Audio-taping, videotaping, or live supervision.

*Pre-requisites of CSP 615, 649, 652, 654, 706 and ALCX 702 are all required. Pre- or Co-requisite of CSP 712 is required.*

*Credits: 3*

*Every Fall*

### **CSP 665F Marriage and Family Counseling Internship I**

Students work 300 hours each of two semesters in a setting that provides marriage and family

counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete a minimum of 130 hours each semester in direct service to clients. Audiotaping, videotaping, or live supervision is required.

*The pre-requisites of CSP 661F and 712 are required and departmental approval.*

*Credits: 6*

*Annually*

### **CSP 665M Mental Health Counseling Internship I**

Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group, and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audiotaping, videotaping, or live supervision. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Mental Health Counseling program and the approval of the chair.

*The pre-requisite of CSP 661M and 712 are required and Departmental approval.*

*Credits: 6*

*Annually*

### **CSP 666F Marriage and Family Counseling Internship II**

Students work 300 hours each of two semesters in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete a minimum of 130 hours each semester in direct service to clients. Audiotaping, videotaping, or live supervision is required.

*The pre-requisite of CSP 665F is required and Departmental approval.*

*Credits: 6*

*Annually*

### **CSP 666M Mental Health Counseling Internship II**

Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group and family counseling; record

keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audiotaping, videotaping, or live supervision. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Mental Health Counseling program and the approval of the chair.

*The pre-requisite of CSP 665M is required.*

*Credits: 6*

*Every Fall and Summer*

### **CSP 668A Assessment and Diagnosis in Counseling Diverse Populations**

This course integrates different perspectives in individual and group assessment while providing an overview of the complex dynamics involved in the assessment and appraisal of individuals, couples, families, and groups. Students focus on the different processes involved in assessing the needs of these individuals/groups as well as the provision of counseling and the different counseling techniques. Focus on the nature and meaning of assessment, social, cultural, and linguistic factors in assessment and diagnosis; ethical issues in instrument selection, administration, and interpretation of assessments. Review and use of DSM classification.

*The pre-requisites of CSP 615, 649, 652, 654 are required as well as CSP 657A, or CSP 705, or CSP 706.*

*Credits: 3*

*Every Fall*

### **CSP 679 Substance Abuse and High Risk Behaviors**

This course will provide an overview of substance use, abuse and high-risk behaviors, and the role of and their interrelatedness in the contexts of the helping professions of psychology and counseling. The course will also consider the role of trauma on the development and psychology of addiction and recovery. Substance abuse counseling theories, practices, and treatment will be explored.

*The pre-requisites of CSP 615, 649, 652 and 654 are all required and CSP 657A or CSP 706.*

*Credits: 3*

*Rotating Basis*

### **CSP 700 Family Law**

An overview of legal issues with regard to marriage and family relationships with a focus on familial trauma that necessitates and results from engagement in court and legal proceedings.

Central to this course is the counselor's role in working with various types of families to confront important life decisions, resolving disputes and planning for the future. Attention to issues of consultation with legal professionals and the interaction of the counselor with the legal system are discussed.

*The pre-requisites of CSP 615, 649, 652 and 654*

are required as well as CSP 657A or CSP 706.

Credits: 3

Annually

### **CSP 706 Foundations of Mental Health Counseling**

Introduction to the history, philosophy, and current trends in mental health counseling. Exploration of the role, function, and professional identity of the mental health counselor, including issues of credentialing, collaboration, and consultation with other treatment providers. This course is designed to provide a comprehensive overview of the foundations of mental health counseling, the scope of practice, and an introduction to Mental Health Counseling and Consultation approaches.

*The pre-requisites of CSP 615, 649, 652 and 654 are required.*

Credits: 3

Every Fall

### **CSP 707 Foundations in Marriage and Family Therapy**

A conceptual framework will be discussed in the context of self of the therapist, professional identity of the marriage and family therapist, issues of credentialing and consulting with other service providers, and ethical and legal issues specific to the practice of marriage and family therapy. The history, philosophy, and current trends in marriage and family therapy are explored and an overview of theoretical concepts, intervention strategies, and research unique to family systems and relational units will be covered. A conceptual framework will be discussed in the context of self of the therapist, professional identity of the marriage and family therapist, issues of credentialing and consulting with other service providers, and ethical and legal issues specific to the practice of marriage and family therapy. The history, philosophy, and current trends in marriage and family therapy are explored and an overview of theoretical concepts, intervention strategies, and research unique to family systems and relational units will be covered.

Credits: 3

Annually

### **CSP 709 Research, Evidence-Based Practice and Program Evaluation**

Introduction to quantitative and qualitative research methods; the use of technology and statistics, inquiry and analysis in research and program evaluation. A review and analysis of evidence-based practices in mental health counseling with a variety of populations and clinical issues. This course is an introduction to principles, concepts, and operations that are necessary for an understanding of individual and group assessment, and of empirical research methodology; derivation of standard scores and other attributes of normative test construction; correlation; reliability; validity; presentation of data in tables and graphs;

descriptive statistics and their computation; fundamentals of inferential statistics, including a comparison of mean differences by t-tests, simple analysis of variance; chi-square; individual differences and their measurement; and reading and interpreting research reports.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.*

*Student must be active in the Mental Health Counseling plan.*

Credits: 3

Every Spring

### **CSP 712 Psychopathology and Psychopharmacology**

This course explores the major diagnostic categories of psychopathology according to the current DSM classification system. The concept of mental health, illness, and wellbeing are explored through socio-cultural formulations utilizing the stress-diathesis and biopsychosocial spiritual models. The focus of this review includes the etiology, prevalence & incidence, signs & symptoms, and criteria for differential diagnosis. The emphasis of this review is on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing the empirical literature in support of these theoretical perspectives. As a graduate-level course, this course is at an advanced level and presumes mastery of the content of an undergraduate Abnormal Psychology course. Of specific focus in this course is an emphasis on the relationship of traumatic life experiences and complex traumatic stress on the manifestation of traumatic stress-related disorders and diagnosis secondary to experienced trauma. Additionally, students will develop an understanding of disorders in terms of diagnostic features, associated features, demographic features, prevalence, course, familial pattern, differential diagnosis, and cultural contexts through case study analysis. Commonly prescribed psychopharmacological medications, including uses and side effects, are introduced and considered.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706. Student must be active in the Mental Health Counseling plan.*

Credits: 3

Every Spring and Summer

### **CSP 733 Development in Infancy and Early Childhood**

This course presents an in-depth review of current research and theory in perceptual, cognitive, social, emotional and physical aspects of development from birth to age 3. Particular attention is paid to the influence of culture and environment on early development. Implications of developmental theories for assessment and early intervention practices are included.

Credits: 3

On Demand

### **CSP 745 Special Topics in Counseling**

Each year the faculty identifies critical areas of interest in counseling. Institutes are planned for intensive study related to those issues, featuring expert speakers on the topic.

*The pre-requisites of CSP 615, 649, 652, and 654 are required as well as CSP 657A or CSP 706.*

Credits: 3

Rotating Basis

## Ph.D. Clinical Psychology

The Doctor of Philosophy degree in clinical psychology is offered to a small and highly select group of full-time matriculated students.

The program has been continuously accredited by the American Psychological Association since 1974 and offers high-quality clinical and research training. Its most recent accreditation took place in 2014. Students in the Ph.D. program are prepared to function as clinical psychologists in a variety of settings and are carefully trained in the development of research skills through coursework and mentoring by program faculty members who help them to develop and carry out original research projects. The Ph.D. program operates the Psychological Services Center, in which members of the campus community can receive psychological assessment and treatment at no cost.

Students complete courses and supervised clinical work in a variety of selected practicum settings. Courses are offered in the daytime. Students are expected to maintain steady, full-time progress toward the degree by completing a minimum of 24 credits of course work per year during the first three years of residence, although students in the first year of the program are expected to take a minimum of 17 credits of coursework each semester.\* Students in the fourth year are expected to work full time on their doctoral dissertations.

A candidate for the Ph.D. may also elect to qualify for the Master of Arts degree by completing the requisite 36 credits of course work.

### Program Philosophy and Goals

The philosophy of the Ph.D. program is that a clinical psychologist is a psychologist first, and subsequently a specialist. That philosophy is based on the assumption that all the skills and services a clinician may develop are founded upon, and critically evaluated from, the science of psychology. The training model followed might best be described as a scholar-practitioner model.

The primary goal of such a model is to prepare students to be clinical psychologists who are carefully grounded and competent in the scientific aspects of psychology. To achieve that goal, a variety of clinical courses, seminars and practicum experiences are available to students to develop their knowledge and skills in the areas of psychopathology, assessment and the fundamentals of a variety of intervention techniques with an emphasis on empirically supported treatments.

At the same time, students are exposed to the experimental areas in general psychology and are trained in sophisticated statistical procedures,

research design and methodology. Coursework in statistics and basic principles of research design is offered in the first year of training. Students are then expected to begin to develop independent research projects, the second-year research project, under close faculty supervision in the Spring semester of the first year. The research projects should be completed no later than the beginning of the third year. Advanced courses in research design are part of the required curriculum in the second year of training. Students also have the opportunity to participate in other faculty research projects as part of the coursework in both the clinical and general/experimental areas.

### Theoretical Orientation

The theoretical orientation of the Ph.D. program is strongly influenced by the spectrum of the various psychodynamic approaches to therapy. Cognitive-behavioral and dialectical behavioral approaches are also emphasized. Students are trained in intervention modalities such as individual, group and family therapy. There are also opportunities for students interested in child clinical/developmental issues to receive more specialized training in that area.

Clinical courses and practicum experiences over the first three years of training are designed to familiarize the student with a variety of approaches to conceptualizing and assessing psychopathology and therapeutic interventions. Thus, graduates are well prepared to function as practicing clinical psychologists and to meet the academic requirements for licensure in psychology as set by the New York State Education Department.

### Admission to the Ph.D. Program

The Department of Psychology typically receives several hundred completed applications each year. Evaluation of application materials by the Admissions Committee results in invitations to a selected number of applicants to visit the campus and meet with faculty and students.

All applicants should ordinarily have completed a minimum of 18 undergraduate credits in psychology, including courses in experimental psychology and statistics. Minimal requirements for consideration for admission to the Ph.D. program include an undergraduate grade point average of 3.2 and a grade point average in psychology of 3.4. All applicants are also required to submit scores on the Graduate Record Examination (GRE) (including the advanced test in psychology). Each applicant should ask at least three professors to submit letters of recommendation.

The deadline for all applicants is January 5, although applications will be formally reviewed

beginning on December 1st. Applicants are strongly encouraged to submit their applications as early as possible. Students whose applications are favorably reviewed will be interviewed for the program at the beginning of February. Notification of the final decision of the Admissions Committee will usually take place in mid-March and continue through April 15. In accordance with APA standards, acceptance of an offer to the Ph.D. program must be made by April 15 and will be binding thereafter. There are no midyear admissions to the program. At the present time, no candidates are admitted with advanced standing, although students can transfer 6 credits of selected graduate courses from another university with the approval of the director of the doctoral program.

Applicants not accepted into the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

### The Admissions Process and the Current Student Body

Acceptance into the program is offered on a rolling basis until an incoming class has been filled. The admissions committee accepts applicants solely on the basis of qualifications. Among all doctoral students currently enrolled the age range covers the early 20s to the mid-40s; women account for 70% of the group; 15-20% of the students are from underrepresented groups (racial, ethnic, or sexual minorities; persons with disabilities).

### Admission to Ph.D. Candidacy

Admission to Ph.D. candidacy is determined by the successful completion and presentation of the second-year project and the submission of the clinical qualifying examination paper to the director of the Ph.D. program.

### Degree Requirements and Time Limits

Ordinarily, completion of the requirements for the Ph.D. degree in Clinical Psychology will entail a minimum of five years of full-time academic study. The first three years in residence usually involve full-time course work, while the fourth involves full-time work on the doctoral dissertation before the clinical internship. Full-time work on the dissertation often occupies the year after the internship as well. There is an eight-year time limit on the completion of all requirements. The average time for completing the program has been 6.3 years over the past eight years. During this same time period, approximately one-third of each class has completed the program within five years.

The degree requirements in clinical psychology include a minimum of 90 credits of graduate courses, completion of the second-year project, one full year of clinical internship at an approved

installation, satisfactory performance on the clinical qualifying examination paper and oral exam, and the presentation and satisfactory defense of a doctoral dissertation that represents an original contribution to psychology.

Students who have completed 36 credits receive the M.A. degree in Psychology.

The internship for clinical psychology students ordinarily encompasses one full year of training at an installation approved by the department.

Further regulations concerning maintenance of good standing in the programs will be found in the Graduate Student Handbook issued by the Department of Psychology.

**Academic Counseling**

All faculty are willing and available to aid students encountering specific difficulties in their academic studies. In addition, the director of clinical training meets with each class in residence on a once-a-month basis to discuss issues relevant to students' academic and clinical experience. Students are also assigned to a specific faculty member who serves as their faculty adviser during their time in the program. In courses such as Statistics and Psychological Assessment, advanced students with special skills hold teaching assistantships and work with students in laboratory sections. In courses such as Research Design, students have ample opportunity to work in a tutorial relationship with the professor, especially on the preparation of designs for research projects. In connection with clinical activities, the program ensures that all treatment and diagnostic activities are carefully supervised.

**Graduate Assistantships**

Assistantships may be available to students in the doctoral program during the first three years. Teaching assistantships, usually reserved for second-and third-year students, may also be available. Research assistantships within the department can carry partial tuition remission. Information about such assistantships is available at the time of admission to the program.

**Housing**

The best sources of housing information are current doctoral students, local real estate agents, and online. There is also new graduate housing provided by the university.

**Psychological Counseling**

The New York City metropolitan area is saturated with possibilities for low-cost counseling, psychotherapy and psychoanalysis, whether through neighborhood clinics or the clinical

services attached to the various postdoctoral training institutes that abound in the city. Doctoral students are not required to be in psychotherapy, but such self-exploration is encouraged if it is at all possible.

**Ph.D., Clinical Psychology**

[Program Code: 06948] {HEGIS: 2003.0}

**A minimum of 90 credits required**

**Required Course Work**

PSY	600	Research Design I	3.00
PSY	602	Developmental Psychology	3.00
PSY	603	Contemporary Psychological Theories	3.00
PSY	606	Statistics in Psychology I	4.00
PSY	607	Professional Ethics and Standards	3.00
PSY	611	Cognitive and Affective Issues in Psychology	3.00
PSY	613	Social Psychology	3.00
PSY	614	Cross-Cultural Issues in Psychology	3.00
PSY	620	Tests and Measurements	4.00
PSY	625	Psychological Assessment I	4.00
PSY	655	Psychopathology I	3.00
PSY	660	Intervention Techniques I	3.00
PSY	671	Dynamic Psychotherapy I	3.00
PSY	676	Psychological Assessment II	4.00
PSY	678	Clinical Neuropsychology	3.00
PSY	706	Statistics in Psychology II	4.00
PSY	755	Psychopathology II	3.00
PSY	771	Dynamic Psychotherapy II	3.00
PSY	779	Data Management	1.00

**Advanced Research Design (One Course Required)**

PSY	700	Research Design II	3.00
PSY	710	Psychotherapy Research	3.00

**Clinical Externship (Each Course Repeated, FA and SP)**

PSY	776(1)	Externship II	1.00
PSY	776(2)	Externship II	1.00
PSY	777(1)	Externship III	3.00
PSY	777(2)	Externship III	3.00

**Clinical Practice I  
One Course Required**

PSY	630A	Introduction to Clinical Interviewing and Practice I	3.00
PSY	630B	Introduction to Clinical Interviewing and Practice I	3.00

**Clinical Practice II  
One Course Required**

PSY	631A	Introduction to Clinical Interviewing and Practice II	3.00
PSY	631B	Introduction to Clinical Interviewing and Practice II	3.00

**Clinical Practice III  
One Course Required**

PSY	635A	Advanced Clinical Interviewing III	3.00
PSY	635B	Advanced Clinical Interviewing III	3.00

**Clinical Practice IV  
One Course Required**

PSY	636A	Advanced Clinical Interviewing IV	3.00
PSY	636B	Advanced Clinical Interviewing IV	3.00

**Clinical Practice V  
One Course Required**

PSY	691A	Clinical Practice V	3.00
PSY	691B	Clinical Practice V	3.00

**Clinical Practice VI  
One Course Required**

PSY	692A	Clinical Practice VI	3.00
PSY	692B	Clinical Practice VI	3.00

**Clinical Internship**

PSY	840	Clinical Internship	0.00
PSY	841	Clinical Internship	0.00

**Dissertation Courses**

PSY	850	Doctoral Thesis Supervision	3.00
PSY	851	Doctoral Thesis Supervision	3.00
PSY	852	Doctoral Thesis Supervision	3.00
PSY	853	Doctoral Thesis Supervision	3.00
PSY	854	Doctoral Thesis Supervision	3.00
PSY	855	Doctoral Thesis Supervision	3.00
PSY	856	Doctoral Thesis Supervision	3.00

PSY	857	Doctoral Thesis Supervision	3.00
PSY	858	Doctoral Thesis Supervision	3.00

### **Credit and GPA Requirements**

Minimum Credits: 90

Minimum Major GPA: 3.25

### **M.A. Psychology**

Students enrolled in the M.A. in Psychology receive a mix of theoretical and applied coursework. The program is designed to provide a broad grounding in psychological principles and practice that ready the student for work in related fields or for continued education at the doctoral level.

#### **Admission to the M.A. Program**

Applicants to the M.A. program must have completed at least 12 undergraduate credits of psychology, including statistics, with a grade point average of at least 2.75. In addition, they must submit letters of recommendation from two professors. Admission to the M.A. program in no way implies acceptance into the Ph.D. program. Nonetheless, outstanding master's degree candidates are admitted into doctoral courses with the permission of the directors of both programs, and some M.A. graduates are accepted into the Ph.D. program. Both graduate programs are committed to increasing the enrollment of aspiring minority students.

All applicants to the Ph.D. program who were not accepted for admission to the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

#### **M.A. Degree Requirements and Time Limits**

The M.A. program is ordinarily completed in one and one half to two years of intensive study. The time limit for the M.A. degree is five years. Candidates must have completed 33 credits, which includes an acceptable thesis (10 courses plus Psychology 709M, Master's Thesis Supervision), or 36 credits (12 courses), and pass a written comprehensive examination. These courses must be successfully completed before registering for the comprehensive examination. Credit for courses taken outside the Department of Psychology must be approved by the master's program director and will be limited to a maximum of six credits. The typical curriculum for the M.A. degree consists of 600-level courses designated by the letter M, which are offered in weekday late afternoon, evening or weekend classes. Some psychology courses are open to both M.A. and Ph.D. students

without prerequisites.

### **M.A., Psychology**

[Program Code: 06947] {HEGIS: 2001.0}

#### **Core Course Requirements**

Twelve (12) Credits Required.

PSY	603M	Contemporary Psychological Theories	3.00
PSY	616M	Statistical and Research Methodology I	3.00
PSY	617M	Statistical and Research Methodology II	3.00
PSY	665M	Professional Issues and Ethics in Psychology	3.00

#### **Psychology Course Requirements**

At least twenty-seven (27) credits from psychology masters courses

#### **M.A. in Psychology Non-Thesis Option**

Thirty-six (36) total credits required

##### **Non-Thesis Option**

Six (6) additional credits in psychology  
Written comprehensive examination

#### **M.A. in Psychology Thesis Option**

Thirty-three (33) total credits required

##### **Thesis Option**

Three (3) credits from psychology 709M

### **Credit and GPA Requirements**

Minimum Credits (Thesis Option): 33

Minimum Credits (Non-Thesis Option): 36

Minimum Major GPA: 3.0

## Psychology Courses

### PSY 600 Research Design I

An introduction to the basic theories issues, concepts and constructs of what constitutes sound psychological research. Students are expected to develop the capacity to critically evaluate research, and to formulate research proposals on their own. Students complete a proposal for their second-year research project as part of the course requirement. Prerequisite/Corequisite: Psychology 606  
*Must be a student in the Doctoral Psychology program*

Credits: 3  
Annually

### PSY 601M Human Sexuality

A survey of sexual behaviors (both normal and deviant), with emphasis on the dynamics of motivations. Developmental aspects - myths, fallacies and taboos associated with sex- and modern concepts based on research and clinical studies are all studied.

Credits: 3  
On Occasion

### PSY 602 Developmental Psychology

A consideration of developmental issues from empirical research, interpersonal-psychoanalytic theory and cognitive theory. Major theorists discussed include Piaget, Bowlby, and others. The aim of the course is to look at developmental issues from differing points of view and to examine points of convergence and divergence.

*Must be a student in the Doctoral Psychology program*  
Credits: 3  
Annually

### PSY 603 Contemporary Psychological Theories

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined with an emphasis on history and systems of current psychological theories.

*Must be a student in the Doctoral Psychology program*  
Credits: 3  
Annually

### PSY 603M Contemporary Psychological Theories

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined. Required of all candidates for the M.A. in Psychology.

Credits: 3  
Every Fall

### PSY 605M Family Dynamics

An examination of the family: its structure and functions, its members and their interactions, the institutions of society that influence it, and how familial pathology is defined and treated.

Credits: 3  
On Occasion

### PSY 606 Statistics in Psychology I

This course is designed to provide you with a statistical knowledge base and teach you how to apply this knowledge to your own data. This course will review basic descriptive statistics, mean comparisons (t-tests, ANOVA, ANCOVA, MANOVA), correlations, bivariate regression, hierarchical regression, and ways of testing mediation and moderation. Three hours lecture; one hour laboratory. Prerequisite: Undergraduate course in psychological statistics.

*Must be a student in the Doctoral Psychology program*  
Credits: 4  
Annually

### PSY 607 Professional Ethics and Standards

An examination of the broad spectrum of contemporary ethical issues encountered by psychologists as teachers, researchers and practitioners and a forum for increased ethical awareness and analysis. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*  
Credits: 3  
Annually

### PSY 609M Independent Study

Prerequisites: Completion of the 12-credit core, at least one required course in the area of specialization, and other courses as determined by the faculty supervisor.

An opportunity for practicum experience or an independent project for the advanced student. The course and its specific requirements are under the supervision of a faculty member. Successful completion requires submission of a final paper documenting the process and outcome. Requires the permission of the Chair of the Department and the Dean. May be repeated; maximum six credits. *The pre-requisites of PSY 603M, 616M, 617M and 665M are required.*

Credits: 3  
Every Semester

### PSY 611 Cognitive and Affective Issues in Psychology

This course will examine contemporary issues centering on the intersection of emotion, motivation, and cognition. Topics will include basic research from social, cognitive, and neuroscientific perspectives, as well as research relevant to understanding these topics in an applied context. We will examine core topics in which students will be exposed to essential questions and

dimensions about: basic emotions; basic emotions and neuroscience; cognitive appraisals; higher-order cognition (interpretation, judgment, decision making and reasoning); unconscious processes; repression-dissociation; the intersection of self, culture, and emotion; emotion and cognition in psychotherapy; and other similar topics. The course will draw upon primary sources, and will be conducted in a composite seminar-lecture style that encourages active student participation in integrating the current literature with individual scholarly interests.

*Must be a student in the Doctoral Psychology program*  
Credits: 3  
Annually

### PSY 613 Social Psychology

An analysis of fundamental concepts in interpersonal and group relations, with consideration of the application of social psychology to contemporary human problems; for example, personality development and adjustment, ethnic attitudes and conflicts, social movements, and propaganda.

*Must be a student in the Doctoral Psychology program*  
Credits: 3  
Annually

### PSY 613M Social Relations

An examination of the forms and meanings of social relations that individuals have with other individuals and with groups and of the advantages and disadvantages such relations may have.

Credits: 3  
Alternate Years

### PSY 614 Cross-Cultural Issues in Psychology

An examination of key issues and concepts in cross-cultural psychology as a growing area within psychology. A major goal of the course is to have students gain an appreciation of the impact of cultural factors on attitudes and behavior of those who are recipient of services as well as the service provider. Emphasis is placed on clinical and community psychology constructs and applications. African-American and Latino groups get special attention.

*Must be a student in the Doctoral Psychology program*  
Credits: 3  
Annually

### PSY 615M Personality

A critical examination of the leading theories of personality, with the purpose of evolving a comprehensive conceptualization.

Credits: 3  
Alternate Years

### PSY 616M Statistical and Research Methodology I

A study of how to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures, as well as how to read and

critique a problem, design and execute a small-sample experiment, and interpret and critique the outcome. Required of all candidates for the M.A. in Psychology.

*Credits: 3*

*Every Fall*

### **PSY 617M Statistical and Research Methodology II**

This course is the second in the series for Statistical and Research Methodology. See description for PSY 616M (the first in the series). Required of all candidates for the M.A. in Psychology.

*The pre-requisite of PSY 616M is required.*

*Credits: 3*

*Every Spring*

### **PSY 618M Modalities of Therapeutic Intervention**

A discussion of various therapeutic strategies and tactical alternatives in a variety of settings.

*Credits: 3*

*Alternate Years*

### **PSY 620 Tests and Measurements**

A consideration of the principles of psychometric theory. Issues of test construction, validity and reliability are discussed. Principles of administration, scoring and interpretation of the Stanford-Binet, the Wechsler series, and a survey of personality inventories, occupational tests and neurocognitive tests are covered. Cultural differences related to test biases and performances are covered. Three hours lecture; one hour laboratory.

*Must be a student in the Doctoral Psychology program*

*Credits: 4*

*Every Fall*

### **PSY 620M Introduction to Clinical Assessment**

An introduction to the use of interviews, projective techniques and other semistructured instruments in psychological research, assessment and occupational settings. Classroom demonstrations of techniques are included, and each student is required to gain some practical experience with at least one assessment procedure.

*Credits: 3*

*Alternate Years*

### **PSY 621M Tests and Measurement**

An introduction to concepts of psychological test construction and evaluation. Principles of ethical conduct, administration and interpretation are illustrated for standardized tests commonly used in vocational counseling, employment practices and clinical assessment.

*Credits: 3*

*On Occasion*

### **PSY 625 Psychological Assessment I**

A study of the basic principles of assessment, including interviewing and psychological testing, with an emphasis on individual differences. Introduction is made to the Rorschach and other

projective tests, as well as continued work with neurocognitive tests. Three hours lecture; one hour laboratory. Cultural differences are covered.

*Prerequisite: Psychology 620 or its equivalent.*

*Must be a student in the Doctoral Psychology program*

*Credits: 4*

*Annually*

### **PSY 630A Introduction to Clinical Interviewing and Practice I**

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

### **PSY 630B Introduction to Clinical Interviewing and Practice I**

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

### **PSY 630M Practica**

Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.

*Credits: 3*

*On Occasion*

### **PSY 631A Introduction to Clinical Interviewing and Practice II**

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical

issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

### **PSY 631B Introduction to Clinical Interviewing and Practice II**

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

### **PSY 631M Practicum**

Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.

*Credits: 3*

*On Occasion*

### **PSY 635A Advanced Clinical Interviewing III**

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

*Pass/Fail only.*

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

### **PSY 635B Advanced Clinical Interviewing III**

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The



seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

#### **PSY 636A Advanced Clinical Interviewing IV**

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

#### **PSY 636B Advanced Clinical Interviewing IV**

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

#### **PSY 643 Teaching Seminar in Psychology**

This course is designed to prepare psychology graduate students for the teaching of psychology at the undergraduate level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures. Also included in the course is a discussion of classroom management strategies and techniques, as well as other practical and theoretical issues relating to the teaching of psychology.

*Credits: 0*

*Annually*

#### **PSY 648M Developmental Psychology I: Childhood and Adolescence**

A consideration of issues that concern the development of the individual from conception to late adolescence. Theories of development are surveyed. Attention is given to the impact of biological and social factors that influence the course of development.

*Credits: 3*

*Alternate Years*

#### **PSY 649M Developmental Psychology II: Adulthood and Aging**

A study of development from early adulthood through the last years of a person's life. Special attention is given to the impact of family, work and personal relationships on the nature and course of development.

*Credits: 3*

*Alternate Years*

#### **PSY 655 Psychopathology I**

An introduction to the core concepts and major research findings in psychopathology, including how major mental disorders are defined, explained, and classified by the DSM-5. The course will emphasize major etiological and sociocultural factors contributing to these disorders, as well as how to apply these diagnostic categories to clients presenting in clinical practice.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

#### **PSY 655M Psychopathology**

A study of the genesis, course, conceptualization, diagnosis and treatment of mental illness.

*Credits: 3*

*Alternate Years*

#### **PSY 657 Childhood Psychopathology**

A study of the essentials for understanding the diagnosis of childhood psychopathology and its assessment. The empirical literature of a range of diagnostic categories is reviewed as well as the impact of cultural factors. Prerequisite Psychology 655.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

#### **PSY 658 Psychotherapy of Children**

An in-depth study of the theory and practice of child psychotherapy. Emphasis is on psychodynamic approaches as well as some application of behavioral management and family systems theory. The empirical literature in this area is also examined.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

#### **PSY 660 Intervention Techniques I**

This course is designed to orient students to current theory and research in intervention techniques, including cognitive behavioral models, psychodynamic models, interpersonal models, and humanistic models with a particular emphasis on short-term psychotherapies. This course will elucidate why (or for what purpose) therapists of different orientations use certain intervention techniques as opposed to others and will focus on areas of convergence as well as discrepancies between the various models. Finally, this course will provide an overview of important issues facing contemporary clinical psychologists, including cultural competence, psychotherapy integration, and empirically supported treatments. Corequisite: Psychology 655

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

#### **PSY 665M Professional Issues and Ethics in Psychology**

A seminar devoted to discussions and the evaluation of various theoretical and practical issues in psychology. Problems of ethics and the roles of the psychologist receive particular attention. Required of all candidates for the M.A. in Psychology.

*Credits: 3*

*Every Fall*

#### **PSY 668M Ethnic Cultural, and Minority Issues in Psychology**

An examination of the impact upon gender, racial, ethnic, religious and other minorities of stereotyping, discrimination, and efforts to ignore differences or compel uniformity.

*Credits: 3*

*Alternate Years*

#### **PSY 669M Seminars in Special Topics**

Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.

*Credits: 3*

*On Occasion*

#### **PSY 670M Seminars in Special Topics**

Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.

*Credits: 3*

*On Occasion*

#### **PSY 671 Dynamic Psychotherapy I**

This course examines the theory and techniques of dynamic psychotherapy with the neurotic and character disordered individual. The emphasis is on the beginning phase of treatment, the therapeutic alliance, transference, resistance and other key issues in dynamic psychotherapy. While focusing on common principles shared by varied schools of dynamic psychotherapy, we will also look at areas of

difference between schools, at empirically supported techniques, and at treatment issues raised by clients with diverse cultural backgrounds. Concurrent supervised experience (Clinical Practice III) is required.

*The pre-requisite of PSY 655 is required and the co-requisite of PSY 635A or B is required and is only open to students in the PhD program.*

*Credits: 3*

*Annually*

#### **PSY 671M Topics In Cognition**

This course will study the history and development of Cognitive psychology in the late twentieth century. This course will also review contemporary research on perception, language, concept formation, imagery, and reasoning.

*Credits: 3*

*On Occasion*

#### **PSY 672M Forensic Psychology**

This graduate course considers a range of topics that are of concern to both psychologists and members of the legal profession including 1) psychological assessment of competency, malingering, and criminal responsibility, 2) jury selection process and jury decision making, and 3) psychological treatment for crime victims and perpetrators. You will build your critical thinking skills in this course.

*Credits: 3*

*On Occasion*

#### **PSY 673 Empirically-Supported Psychotherapies**

This course is designed to orient students to current techniques utilized in empirically-supported treatments. While theory and research will be discussed, the focus will be on application of treatment techniques in clinical practice. Empirically-supported treatment techniques will be primarily derived from dialectical behavior therapy (DBT), transference focused psychotherapy (TFP), and mentalization based therapy (MBT), with a focus on case conceptualization and how to select and implement appropriate intervention techniques with diverse populations

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

#### **PSY 676 Psychological Assessment II**

The purpose of this course, which is a continuation of Psychology 625, is to provide participants with the theoretical knowledge and practical skills necessary to conduct an individual, comprehensive psychological assessment in a mental health setting. Participants will learn about test selection, as well as approaches to working with a multi-method test battery. Tests covered will include cognitive (e.g., WAIS-IV), self-report personality tests (e.g., MMPI-2), and projective (or performance-based) personality tests (e.g., TAT; Rorschach). While participants will learn test administration and scoring, a major goal of the course will be on

interpretation and integration of findings in the context of writing a comprehensive report for use in diverse clinical settings. The course will consist of weekly class meetings in a composite lecture-seminar format, and weekly lab meetings. Three hours lecture; one hour laboratory. Prerequisite: Psychology 625

*Must be a student in the Doctoral Psychology program*

*Credits: 4*

*Every Fall*

#### **PSY 678 Clinical Neuropsychology**

An introduction into the interrelation between human biology, physiology, neurology and human behavior. The literature and research concerned with the assessment of organicity or pathology, conceptions of the physiological basis of abnormal behaviors, and related topics are presented.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

#### **PSY 679 Family Therapy**

A study of a variety of conceptual approaches to family therapy. These approaches include, but are not limited to, structural systems theory and object relations approaches to family therapy practice. The empirical literature evaluating such approaches is discussed as are ethnic and cultural differences.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*On Occasion*

#### **PSY 691A Clinical Practice V**

An intensive case seminar taken in conjunction with a two to two-and-a-half day per week practicum placement. This advanced seminar utilizes student practicum experiences to focus on more complex clinical issues in psychodynamic psychotherapy primarily through specific clinical case presentations. The empirical literature on clinical supervision is also discussed as are empirically supported therapies. Pass/Fail only

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

#### **PSY 691B Clinical Practice V**

See the description for Psychology 691A for a full description of this clinical case seminar. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

#### **PSY 692A Clinical Practice VI**

This case seminar is a continuation of Psychology 691A. Pass/Fail only

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

#### **PSY 692B Clinical Practice VI**

This clinical case seminar is continuation of Psychology 691B. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

#### **PSY 700 Research Design II**

This seminar, an extension of Psychology 600, involves a detailed examination of methods used in experimental psychology that have implications for conducting research related to psychodynamic theory and treatment. Drawing upon specific studies in social, cognitive, and clinical psychology, participants will examine a variety of approaches that rely on explicit and/or implicit methods. In doing so, participants will examine different topics, including: self/self-descriptions, object relations, unconscious processes, attachment, and personality. Emphasis is placed on learning practical skills both to assess existing studies, and to develop future studies (including a doctoral dissertation research proposal). Prerequisites: Psychology 600 and 606

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

#### **PSY 706 Statistics in Psychology II**

This course is designed to advance your statistical knowledge base and teach you how to apply this knowledge to your own data. Most psychological research examines relationships among multiple variables at the same time. You want to understand how variables are related to one another and how they work together to explain or predict an outcome. There are many multivariate statistical approaches but this course will focus on multivariate regression analysis, factor analysis, principal components analysis, path analysis, and structural equation modeling. We will begin with a review of some univariate techniques but then forge ahead to multivariate statistics. Three hour lecture; one hour laboratory. Prerequisite: Psychology 606

*Must be a student in the Doctoral Psychology program*

*Credits: 4*

*Annually*

#### **PSY 709M Master's Thesis Supervision**

Master's degree candidates receive assistance in completing their theses.

Prerequisite: Permission of the Chair of the Department. Pass/Fail only.

*Credits: 3*

*Every Semester*

#### **PSY 710 Psychotherapy Research**

An examination of the history of psychotherapy research that focuses on such major topics as therapeutic alliance, alliance ruptures and

treatment failures, common versus specific factors, and differential treatment outcome. Significant psychotherapy research studies and programs (e.g., the NIMH depression study), and empirically validated treatments are reviewed. A number of psychotherapy research assessment instruments that measure different change mechanisms in therapy are demonstrated using vignettes of videotaped sessions. Students interested in pursuing psychotherapy research are thus provided some hands-on experience with a number of measures. This course is the equivalent of Research and Design II. Prerequisite: Psychology 600  
*Must be a student in the Doctoral Psychology program*  
*Credits: 3*  
*Annually*

#### **PSY 750 Individual Research I**

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.  
*Credits: 1 to 3*  
*Annually*

#### **PSY 751 Individual Research II**

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.  
*Credits: 1 to 3*  
*Annually*

#### **PSY 755 Psychopathology II**

A study of contemporary theory and research in psychopathology with a special emphasis on developmental etiological factors, biosocial contributions, symptom formation and the rationale for different interventions. Psychodynamic and cognitive behavioral theories are emphasized as is the interaction of psychopathology with cultural factors. Discussion of the literature related to the DSM is also considered. Prerequisite: Psychology 655  
*Must be a student in the Doctoral Psychology program*  
*Credits: 3*  
*Annually*

#### **PSY 760 Ego Functions**

A focus on the definition of the major ego functions as described in psychoanalytic literature. Those functions include reality testing, impulse control, defensive functioning, object relations and synthesis. Emphasis is given to assessment, therapeutic implications and empirical research.

#### **PSY 771 Dynamic Psychotherapy II**

A study of the way in which principles of psychodynamic psychotherapy may be applied to severe psychopathology and to short-term therapies. The application of such principles to the psychoses, and borderline conditions is discussed. The empirical literature related to such psychotherapeutic issues is discussed as are the interactions with cultural and ethnic factors.

Empirically supported therapies for these more severe disorders are also discussed. Concurrent supervised clinical practice is required.

*Must be a student in the Doctoral Psychology program*  
*Credits: 3*  
*Annually*

#### **PSY 775 Seminar in Special Topics**

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety.  
*Must be a student in the Doctoral Psychology program*  
*Credits: 3*  
*Annually*

#### **PSY 776 Clinical Externship II**

Study in topics related to a doctoral student's clinical externship. Examples of topics include brain and behavior relationships, psychopharmacology, issues of social stress, and the study of anxiety.  
*Must be a student in the Doctoral Psychology program*  
*Credits: 1*  
*Annually*

#### **PSY 777 Clinical Externship III**

An intensive study in special areas of interest in Clinical Externship. Examples of topics are advanced assessment, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety.  
*Pre requisite: PSY 776*  
*Course open to students in Doctoral Program.*  
*Credits: 3*  
*Annually*

#### **PSY 779 Data Management and Research**

An examination of different topics centered on data management, statistics, and beginning research in the PhD Program in Clinical Psychology. The course will also involve a review of current research groups active in the Program.  
*Must be a student in the Doctoral Psychology program*  
*Credits: 1 to 3*  
*Annually*

#### **PSY 840 Clinical Internship**

Each candidate for the doctorate in clinical psychology must spend one year full-time or two years half-time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit. This course has an additional fee.

*Credits: 0*  
*Every Fall*

#### **PSY 841 Clinical Internship**

Each candidate for the doctorate in clinical psychology must spend one year full-time or two years half-time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit.  
*Credits: 0*  
*Every Spring*

#### **PSY 842 Second-Year Internship**

Available to those students who are involved in a second year of clinical internship. Pass/Fail only. No credit. Prerequisite: PSY 840-841.  
*Credits: 0*  
*Every Fall*

#### **PSY 843 Second-Year Internship**

Available to those students who pursue a second year of clinical internship. Pass/Fail only. No credit. Prerequisite: PSY 840-841.  
*Credits: 0*  
*Every Spring*

#### **PSY 849A Dissertation Topic Seminar**

Students develop the conceptual rationale and methodology for a dissertation topic. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.  
*Credits: 3*  
*Every Fall*

#### **PSY 849B Dissertation Topic Seminar**

Students develop the conceptual rationale and methodology for a dissertation topic. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.  
*Credits: 3*  
*Every Spring*

#### **PSY 850 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled

with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only.

*Credits: 3*

*Annually*

**PSY 851 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Annually*

**PSY 852 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students received an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 853 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 854 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 855 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 856 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 857 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 858 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**LIU PHARMACY**

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LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers the Bachelor of Professional Studies (BPS) in Pharmaceutical Studies as well as an entry-level, Doctor of Pharmacy (Pharm.D.) degree. Master of Science degrees are awarded in Pharmaceutics: Industrial Pharmacy, Pharmaceutics: Cosmetic Science, Drug Regulatory Affairs, Pharmacology/Toxicology, and Pharmacy Administration. For the Doctor of Philosophy in Pharmaceutical Sciences (Ph.D.) degree, there are two tracks to choose from Pharmaceutics, and Pharmacology/Toxicology.

Detailed information on the pharmacy programs is provided in the LIU Pharmacy Catalog.

For information, please visit the website at [www.liu.edu/pharmacy](http://www.liu.edu/pharmacy).

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**APPROVED PROGRAMS**


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**New York State Education Department Inventory of Registered Programs**

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

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**Harriet Rothkopf Heilbrunn School of Nursing**

Major	Hegis Code	Degree
Adult Gerontology Primary Nurse Care Practitioner	1203.10	MS, Adv. Cert
Family Nurse Practitioner	1203.10	MS, Adv Cert
Nursing	1203	BS

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**Richard L. Conolly College of Liberal Arts****SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

Major	Hegis Code	Degree
Political Science	2207	BA

**GEORGE POLK SCHOOL OF COMMUNICATION**

Major	Hegis Code	Degree
Creative Writing & Publishing	1507	MFA
Journalism	0602	BA
Manuscript Preparation	1507	Adv Crt
Translation	1507	Adv Crt

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**College of Science****SCHOOL OF NATURAL AND LIFE SCIENCES**

Major	Hegis Code	Degree
Biochemistry	0414	BS
Biology	0401	BS
Health Science	1201	BS

**SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE**

Major	Hegis Code	Degree
Artificial Intelligence	0701	BS, MS
Computer Science	0701	BS, MS

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**LIU Global**

Major	Hegis Code	Degree
Global Studies	2210	BA

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**LIU Pharmacy**

Major	Hegis Code	Degree
Drug Regulatory Affairs	1211	MS
Pharmaceutical Sciences	1214	Ph.D.
Pharmaceutical Studies	1211	BPS
Pharmaceutics	1211	MS.
Pharmacology / Toxicology	0409	MS

## LIU Brooklyn

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Pharmacy	1211	PharmD
Pharmacy Administration	1211	MS

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## Roosevelt School

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Major	Hegis Code	Degree
Health Administration	1202	MPA
International Relations & Diplomacy	2210	BA
Public Administration	2102	MPA

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## RocNation School of Music, Sports and Entertainment

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Major	Hegis Code	Degree
Applied Music	1004	BA
Music Technology, Entrepreneurship & Production	1099	BFA
Sports Communication & Marketing	0601	BA
Sports Management	0599	BS, MS
Vocal Performance	1004	BM

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## School of Film and Digital Media

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Major	Hegis Code	Degree
Acting for Theatre, Film and Television	1007	BFA
Film and Television	1010	BFA
Media Arts	0601	BA
Writing & Producing for Television	0605	MFA

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## School of Business, and Information Sciences

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Major	Hegis Code	Degree
Accounting	0502	BS
Business Administration	5004	AAS, BBA
Business	0506	MBA
Data Analytics	0703	BS, MS
Entrepreneurship	0501	BS
Finance	0504	BS
Marketing	0509	BS

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## School of Health Professions

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Major	Hegis Code	Degree
Clinical Psychology	2003	PhD
Communication Sciences and Disorders	1220	BS
Diagnostic Medical Sonography	1225	BS
Exercise Science	1201	MS
Exercise Science and Wellness	1299	BS
Forensic Social Work	2104	Adv.Crt.
Marriage and Family Therapy	2104	Adv.Crt./MS

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Mental Health Counseling	2104	Adv.Crt/MS
Occupational Therapy	1208	BS/MS
Physical Therapy	1212	DPT
Physician Assistant Studies	1299.1	MS
Public Health	1214	MPH
Psychology	2001	BA, MA
Respiratory Care	1299	BS
Respiratory Care for Practitioners	1299	BS
Social Work	2104	BS, MSW, DSW
Speech-Language Pathology (Bilingual Extension available)	1220	MS



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M.S., University of Central Florida  
B.S., Elementary Education

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M.A., Columbia University;  
M.F.A., University of Iowa

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M.S., Long Island University

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B.S./M.S., Touro College;  
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B.S., State University of New York at Geneseo;  
M.S. and Ph.D., Teachers College, Columbia  
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M.S., SUNY Downstate

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