Statement of Nondiscrimination

The College of Staten Island is an Equal Opportunity and Affirmative Action institution. The College does not discriminate on the basis of race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including sexual harassment), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state, and city laws, in its student admissions, employment, access to programs, and administration of educational policies.

The Director of the Office of Diversity and Compliance, serves as the College's Compliance Officer, Title IX Coordinator, and 504 Coordinator. This office is located in Building (1A), Room 205, and the telephone number is 718.982.2250.

Important Notice of Possible Changes

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of The University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause. The responsibility for compliance with the regulations in each catalog rests entirely with the student.

Published by the College of Staten Island/The City University of New York
2800 Victory Blvd, Staten Island, NY 10314
Website: www.csi.cuny.edu
Email: catalogupdate@csi.cuny.edu
About the College

History of College

The College of Staten Island is a senior college of The City University of New York (CUNY) offering Doctoral programs, Advanced Certificate programs, and Master’s programs, as well as Bachelor’s and Associate’s degrees.

Completed in 1994, the 204-acre landscaped Willowbrook campus of CSI, the largest in NYC, is fully accessible and contains an advanced, networked infrastructure to support technology-based teaching, learning, and research. Set in a park-like landscape, the campus is centrally located on Staten Island. Mature trees and woodlands, flowering trees and ornamental plantings, fields and outdoor athletic facilities, the great lawn, sculpture, and seating areas create a rural oasis in an urban setting.

Now with multiple locations. CSI St. George joins the CSI Willowbrook, and CSI Tech Incubator to make it even easier to begin your college career or take your educational aspirations to the next level.

CSI is home to The Lucille and Jay Chazanoff School of Business at the College of Staten Island, School of Education, and School of Health Sciences, as well as The Verrazano School Honors Program, and the Teacher Education Honors Academy. CSI is also a select campus of the Macaulay Honors College University Scholars program.

The CUNY Interdisciplinary High-Performance Computing Center, one of the most powerful supercomputers in the New York City region, handles big-data analysis for faculty researchers and their student research teams, as well as researchers nationwide.

Dolphin Cove Resident Halls, the college’s apartment-style luxury suites, celebrates its third year at full occupancy housing students from across NYC, the United States, and the world.

CSI has been named to MONEY magazine’s 2019 Best Colleges in America, Ranked by Value list, as well as a 2019 Forbes Best Value College. In addition, U.S. News and World Report has included CSI’s Master’s programs in Nursing and Social Work in Its 2020 Best Graduate Schools Rankings. In recognition of its exceptional support programs for student-veterans, CSI has also been named a Military Friendly School for ten consecutive years by GI Jobs magazine.

CSI opened in 1976 through the union of two existing colleges—Staten Island Community College and Richmond College. Staten Island Community College, the first community college in the University, opened in 1956. Richmond College, an upper-division college that offered undergraduate and graduate degrees to students who had successfully completed the first two years of college study elsewhere, opened in 1967. The merger of these two colleges resulted in the only public four-year institution of higher learning on Staten Island.

The Campus

The 204-acre campus of CSI/CUNY is set on the largest physical New York City college site. Surrounded by a park-like landscape, the campus is centrally located on Staten Island. A rural oasis in an urban setting, the campus includes classrooms, laboratories and instructional spaces, study lounges, department and program offices, and faculty offices, along with extensive athletic facilities and an acclaimed Center for the Arts.

Mission, Vision, Values, and Strategic Priorities

Mission

Grounded in the tradition of the liberal arts and sciences, the College of Staten Island is committed to the highest standards in learning, teaching, research, scholarship, and service. As the only public institution of higher education in the Borough, and as a senior campus of The City University of New York, the College has provided access to excellence in higher education since 1956. The College is dedicated to helping its students fulfill their creative and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic-mindedness, and nurture responsible citizens for our city, state, country, and the world.

Vision

Providing students with an outstanding educational experience guides everything the College of Staten Island undertakes. The College is committed to enhancing the success of all students and to evidence-based initiatives and opportunities. We strive to provide rigorous undergraduate and graduate degrees at all levels and to respond to the changing educational and professional aspirations of students in a complex and dynamic world through innovative disciplinary and interdisciplinary programs. Excellence in scholarship, research, and creative activities provides a strong foundation for our academic programs and student learning experiences, and by attracting and retaining an outstanding faculty we will also attract strong graduate students to our masters and
doctoral programs and to work in our laboratories. We aspire to be a vibrant center of intellectual and cultural exchange and to broaden the horizons of our students by increasing the integration of global perspectives through our curriculum, scholarship and international opportunities. At the same time we will enhance students’ educational experiences by expanding opportunities to engage with our more immediate community through research, service, and civic engagement, consistent with our commitment to borough stewardship. The College is enriched by the diversity of its students, faculty, and staff, and we will expand efforts to ensure an inclusive and increasingly diverse campus community. We will be a leader in conserving resources, will be creative in aligning resource allocations with strategic priorities, and will be data-informed in our decision-making. Through these accomplishments the College of Staten Island will become a destination for students, faculty, and staff, with greater regional, national and international recognition.

Values

Strong commitment to teaching, scholarship, research, creative activities, and service.

- We set and meet high expectations in our academic programs through innovative teaching, scholarship, and research. We promote engagement among students and faculty. We explore the broader impacts of our work and are proud of recognition received at local, national and international venues.

Emphasis on campus pride and the cultivation of a welcoming and inclusive environment.

- We cultivate pride in our institution in everything that we do. We strive to ensure that all who come to campus feel welcomed and valued. We enjoy celebrating our successes. Together we work to achieve greater recognition through advancement and the promotion of campus activities.

Facilitation of serious conversations about difficult subjects.

- We seek to make our campus a place for the open exchange of ideas. We encourage critical thinking, curiosity and creative expression. We see value in thoughtful conversation and the consideration of differing viewpoints. We promote events on campus that are relevant and related to larger questions that have impact on our lives.

Innovative approaches to student success.

- As a comprehensive college, we provide support for students from pre-college through doctoral degrees. We embrace innovative approaches to increase student engagement and encourage progress in achieving individual academic and career goals. We also work with all students to help them overcome barriers to their success.

Commitment to integrity and mutual respect.

- We expect honesty and fairness in our interactions with each other and in the work that we do. Ensuring integrity builds trust among students, faculty, and staff. Mutual respect is required to encourage open dialogue, critical reflection and a diversity of perspectives. We value all members of the College community, as all play a vital role in making us a quality institution.

Reliance on informed decision-making and shared governance.

- We seek to ensure that all of our decisions are informed by deliberation and data. We are continuously engaged in gathering information related to our institutional goals. We foster a model of shared governance. We are engaged in cross-institutional, national conversations related to best practices in higher education and support visionary leadership within every unit of the College.

Strategic Priorities

Strategic Priority 1 STUDENT SUCCESS: Lifting as We Rise

The College of Staten Island is committed to fostering success for students at all levels, as well as ensuring the strongest possible experience for students, including timely progress toward their degrees. Strong student engagement, both inside and outside the classroom, as well as helping students to develop a “growth mindset,” are essential ingredients in achieving these objectives. The College is committed to embracing the success of all students and eliminating achievement gaps, wherever they exist, to improve educational equity and inclusion. To address this priority, the College will work toward the following goals:

- Provide a comprehensive approach to student support services, including mentoring and advising with a focus on assessing student progress and an emphasis on improving retention, reducing achievement gaps, and increasing graduation rates.
- Provide a framework of professional development for teaching and non-teaching staff to support student engagement and student success, relying on relevant research and literature.
- Promote a growth mindset for students through a combination of student involvement and high-impact practices and educational experiences that are relevant to the world today.
- Promote improvements in learning effectiveness and services that embrace our responsibility as a
comprehensive college to serve students at all levels of preparation and achievement.

**Strategic Priority 2 GLOBAL ENGAGEMENT: The World Right Here**

The College of Staten Island is committed to creating a campus that embodies global perspectives in all its endeavors and engaging students, faculty, and staff to become global citizens who are inextricably connected to the world. To instill in CSI students a sense of global social responsibility and action through local, national, and international engagement.

- Increase emphasis on global perspectives across the curriculum.
- Increase the presence of international students and scholars, and encourage meaningful exchanges and communications among members of the campus community with varied international knowledge and experiences.
- Promote and support research, scholarship, and creative activities on global issues.
- Strengthen the capacity of campus structures, including the Center for Global Engagement, to extend our global reach and perspectives.

**Strategic Priority 3 BOROUGH STEWARDSHIP: One Degree of Separation**

The College of Staten Island is fully committed to advancing its role as a “Steward of Place” through direct, two-way interaction with the Staten Island community through the development, exchange, and application of knowledge, information, and expertise for mutual benefit in such areas as health and safety initiatives, educational partnerships, and economic and career/workforce development.

- Provide opportunities and encouragement for students to be involved in community service, volunteerism, and civic engagement.
- Advance the College’s standing as a cultural and intellectual center and a leader in public advocacy and discourse.
- Broaden the impact of faculty and student research and scholarship on the community.
- Advance a multi-dimensional, reciprocal approach to community development and partnership to identify and meet community needs, in such areas as health and safety initiatives, educational partnerships, and economic and career/workforce development.

**Strategic Priority 4 DESTINATION CAMPUS: A Preferred Choice Institution**

The College of Staten Island will be a destination campus: a preferred choice institution. Students, faculty, and staff will tell our story to various stakeholders, fostering a campus culture that supports and reflects the best of CSI, and cultivating relationships both on and off campus. We will enhance the physical beauty and natural surroundings through the preservation and improvement of the campus infrastructure, facilities, and safety features.

- Develop a first-choice mindset for students, faculty, and staff by more effectively “telling our story” about successes, unique qualities, signature programs, and best-selling features such as smaller classes.
- Identify and promote the special mix of attributes that make us a unique comprehensive institution located in New York City, through branding and communication of that image to stakeholders in a sustained and effective way.
- Embark on a campaign to develop an esprit de corps and promote school spirit among students, faculty, and staff.
- Create an environment, reflected both in our campus climate and physical surroundings, where students, faculty, and staff can thrive and meet their personal and/or professional goals.

**Strategic Priority 5 SCHOLARSHIP-DRIVEN EDUCATION: A Community of Scholars**

Excellence in scholarship, research, and creative activities strengthens academic programs and provides the foundations for many “high-impact” scholarship-based student learning experiences. Opportunities for student engagement through undergraduate and graduate student research, artistic and creative expression, academic internships, and experiential learning, both in the curriculum and as part of campus life, will strengthen the value of the degree that students attain at graduation.

- Provide opportunities for students at all levels to engage in high-impact learning opportunities including faculty-mentored research, scholarship, and creative activities, and for experiential learning across the curriculum.
- Support the integration of faculty research, scholarship, and creative activities into teaching and campus life to enhance student learning and faculty engagement through professional development, recognition, and resources.
- Build a strong and effective infrastructure to support and recognize faculty, staff, and student scholarship and research, through institutional and research funding.
opportunities and provision of venues in which such activities may be shared with campus and public audiences.

- Ensure access to essential and specialized tools of research – such as dedicated research and experiential learning areas, collaborative spaces, and, most especially, the Library – to enable our students, faculty, and College community to engage in up-to-date and responsive scholarship.

**Strategic Priority 6  RESOURCE MANAGEMENT: Aspirations and Resources Aligned**

The College of Staten Island has received recognition for its signature high-quality, low-cost education. As a steward of public resources, the College will be deliberate regarding how and where it invests its funds, on conserving resources, and being more creative in developing and maintaining revenue streams and aligning resource allocations to strategic priorities.

- Invest in applications that will facilitate improved analytic capability of financial, academic, and enrollment data sources to support informed decision making and resource allocation.
- Leverage technology to improve efficiencies, workflows, and productivity.
- Diversify funding streams by strategically incorporating resources from related entities (Auxiliary Services, the Foundation, the Association, and the Research Foundation) in support of the College Mission.
- Align budget and campus resources strategically with faculty and staff recruitment initiatives. Identify gaps in systems and staffing, and invest in resources to address these gaps.

**Accreditation**

CSI is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA, (267) 284-5000. The Commission is a voluntary, non-governmental membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. It is recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

- The CSI Chemistry and Biochemistry degrees are accredited by the American Chemical Society (ACS).
- The BS degree in Computer Science is accredited by the Computing Accreditation Commission of ABET.
- The Education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- The BS degree in Engineering Science is accredited by the Engineering Accreditation Commission of ABET.
- The BS degree in Electrical Engineering is accredited by the Engineering Accreditation Commission of ABET.
- The Master of Arts in Clinical Mental health Counseling is accredited by the Masters in Psychology and Counseling Accreditation Council (MPAC).
- The Associate, Baccalaureate, and Master's degrees in Nursing are accredited by the Accrediting Commission for Education of Nurses (ACEN).
- The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- The BSSW and the MSW Social Work programs are accredited by the Council on Social Work Education (CSWE).
- The Medical Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- The CSI Counseling Center is accredited by the International Association of Counseling Services (IACS)

**Research Institutes and Centers**

**Advanced Imaging Facility**
Dr. Greg Phillips, Facility Director
The AIF is a shared core facility under the Division of Science and Technology at CSI that houses advanced imaging systems including confocal, live-cell, transmission electron, scanning electron, and atomic force microscopes as well as dedicated lab space for specimen processing and analysis suites to allow researchers to prepare, image, and analyze samples at a single site. This facility is open to research scientists from all CUNY campuses. Scientists belonging to other academic institutions and industrial scientists are also invited to utilize the facility.

**Center for Developmental Neuroscience and Developmental Disabilities**
Dr. Greg Phillips, Interim Director
The Center for Developmental Neuroscience and Developmental Disabilities (CDNDD) is a CUNY Center that conducts, promotes, and sponsors research, education, and training in the developmental neurosciences with special emphasis on research and educational programs in
the specific field of developmental disabilities. The Center serves as a hub for collaborative efforts between the College and other research institutions in offering a Master of Science degree in Neuroscience and Developmental Disabilities, and also partnering with the CUNY Doctoral programs in multiple disciplines in mentoring Ph.D. students. On the CSI campus, the Center has established research laboratories for investigations in cellular, molecular, behavioral, and clinical neuroscience and provides advanced research training for graduate and undergraduate students.

**Center for Environmental Science**
Dr. Alfred M. Levine, Director

The Center for Environmental Science, established in 1987, provides support for research and policy recommendations concerning environmental problems. One of the major purposes of the Center is to define and solve environmental problems on Staten Island and its environs through research that includes studies of respiratory diseases, toxic and carcinogenic chemicals in the air, and the population at risk for lung cancer.

**Center for the Study of Staten Island: Staten Island Project (SIP)**
Dr. Richard Flanagan and Dr. Jonathan Peters, Co-Directors

The Center for the Study of Staten Island is designed to integrate the work of the College with the public affairs concerns of the people of Staten Island. To that end, it mediates and facilitates the collaboration of the College's faculty, students, and staff with government, civic organizations, and businesses in order to identify and assist in finding solutions to the borough's pressing public issues. More specifically, the Center serves as an information and consultation resource to prepare citizens and leaders to make better informed decisions about public life; it fosters the development of faculty research and undergraduate and graduate education through engagement with the Staten Island community; and it builds bridges to other public affairs institutes and local communities as a spur to innovations in public life on Staten Island. Whenever possible, the Center seeks to partner with community groups and agencies in advancing initiatives of mutual interest and in fulfilling consonant missions.

While encouraging and facilitating debate that accommodates differing and sometimes conflicting positions on controversial issues crucial to the community, the Center is committed to maintaining a nonpartisan stance.

**Center for Interdisciplinary Applied Mathematics and Computational Sciences**

The Center for Interdisciplinary Applied Mathematics and Computational Sciences brings together a wide range of research faculty and students with interests in interdisciplinary applications of mathematics and computational science.

The Center’s activities include the use of the campus super-computer, faculty collaboration, grant writing, student mentoring, undergraduate research, and sponsored lectures. More information can be found at Center for Interdisciplinary Applied Mathematics.

**Center for Engineered Polymeric Materials (CePM)**
Dr. Qiao-Sheng Hu

**CUNY High Performance Computer Center (HPCC)**
Building (1M) Room 206

The CUNY High Performance Computing Center (HPCC) advances the University’s educational and research mission by providing high-performance computing technology resources and technical assistance to CUNY faculty and students. The HPCC has a central role in the support of initiatives and sustaining intellectual growth by interacting with local and regional industries as well as the scientific community. Across the University, researchers have achieved significant accomplishments and published works using the HPCC. More information can be found at CUNY High Performance Computing Center.

**CUNY Institute for Macromolecular Assemblies (MMA)**
Dr. Qiao-Sheng Hu

**Nuclear Magnetic Resonance Laboratory**
Building (6S)

Nuclear Magnetic Resonance spectroscopy (NMR) is a powerful technique that can provide information on molecular structure and dynamics at the atomic level. It has been widely used in chemistry, polymer and biology. The NMR facility at the College of Staten Island has two Varian high-field multinuclear spectrometers, Inova 600 and a 300 wide-bore. The Inova 300 is configured with a 5mm 2RF channel PFG probe tuned to 1H, 13C, 31P and other X-nuclei. It also can be configured with varian 7mm CP/MAS probe or DOTY XC-5 probe for solid materials investigation. The Inova 600 is usually configured with 5mm HCN cryoprobe in order to investigate structure and dynamics of biological macromolecules.
Administration

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Senior Vice President for Academic Affairs/Provost
J. Michael Parrish, Provost and Senior Vice President
Dean of the School of Business
Susan L. Holak, PhD
Dean of the School of Education
Vacant
Dean of the School of Health Sciences
Marcus C. Tye, PhD
Dean of Humanities and Social Sciences
Sarolta A. Tákács, PhD
Dean of Science and Technology
Michael Cavagnero, PhD
Associate Provost for Undergraduate Studies and Student Success
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Associate Provost for Graduate Studies, Research, and Institutional Effectiveness
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Assistant Vice President of Enrollment Services and Dean of Admissions
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Interim Executive Director of Student Services
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Executive Director of Institutional Advancement
Cheryl Adolph
Assistant Vice President for Institutional Advancement and External Affairs
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Assistant Vice President and Chief Information Officer for Information Technology Services and High Performance Computing Center
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Vice President for Economic Development, Continuing Studies, and Government Relations
Vacant
Interim Vice President for Campus Planning, Facilities Management and Operations
Hope Berte, MS
Assistant Vice President for Campus Planning and Facilities Management
Vacant
Chief of Staff/Deputy to the President/Executive Director of Human Resources/Executive Legal Counsel to the President
Robert Wallace, Esq.
Director of Employee Relations and Labor Designee
Jessica Collura, JD
Interim Chief Diversity Officer
Catherine Ferrera, Esq.

The City University of New York

The City University of New York is the nation’s leading urban public university.

Founded in 1847, CUNY counts 13 Nobel Prize and 26 MacArthur (“Genius”) grant winners among its alumni. CUNY students, alumni and faculty have garnered scores of other prestigious honors over the years in recognition of historic contributions to the advancement of the sciences, business, the arts and myriad other fields. The University comprises 25 institutions: 11 senior colleges, seven community colleges, William E. Macaulay Honors College, CUNY Graduate Center, Craig Newmark Graduate School of Journalism, CUNY School of Labor and Urban Studies, CUNY School of Law, CUNY School of Professional Studies and CUNY Graduate School of Public Health and Health Policy. The University serves more than 275,000 degree-seeking students as well as 250,000 continuing education and certificate students.
Admissions
Office of Recruitment and Admissions
Building 2A, Room 103
718.982.2010
Visit our Website: www.csi.cuny.edu/graduatestudies

The College of Staten Island (CSI) is an excellent choice for graduate students who desire a quality educational experience at an affordable cost, and offers opportunities for students at all stages of their careers. As a senior college of the City University of New York (CUNY), CSI offers a Clinical Doctoral program in Physical Therapy, Clinical Doctorate in Nursing Practice and an EdD in Community-Based Leadership as well as an extensive range of Master of Arts, Education, Engineering, Science, and Social Work degrees. The College also offers doctoral degrees in selected areas in conjunction with the CUNY Graduate Center. In addition, CSI also has a number of graduate level Advanced Certificates and Post-Master's Advanced Certificates. Outstanding faculty, cutting edge technology and curriculum, extensive research opportunities, state-of-art facilities, and personalized attention are just some of the resources available to CSI graduate students.

Graduate Information and Applications
You may obtain information about the graduate programs from the:
Office of Recruitment and Admissions
College of Staten Island / CUNY
North Administration Building (2A), Room 102
2800 Victory Boulevard
Staten Island, NY 10314
Telephone: 718.982.2019
Email: masterit@csi.cuny.edu
www.csi.cuny.edu/graduatestudies
Apply online at: https://www.csi.cuny.edu/admissions/graduate-admissions/graduate-applications

Admission Requirements for Graduate Programs
The admission requirements and application procedures for our graduate programs are located under Programs of Study (p. Error! Bookmark not defined.). For additional information you may also visit the Graduate Admission website.

Non-Matriculated Status
A student who does not fully qualify for matriculation may be admitted as a non-matriculated student. No more than 12 credits may be taken as a non-matriculated student unless the student already holds a master’s degree. Acceptance as a non-matriculated student in no way commits the College to grant matriculation at a later date.

Non-matriculated students who are completing undergraduate coursework to qualify for admission must maintain a minimum GPA of 3.0 to be considered for matriculation.

Non-Matriculated Study for Visiting Students
Students enrolled in another college may enroll as visiting non-matriculated students if they are in good academic standing at their home college and have permission to take courses at CSI. In addition, a selected number of courses in participating programs/departments are available for students who wish to take courses for personal or professional reasons, without intending to pursue a degree. Not all graduate courses are open to non-matriculated students.

For more information on Readmission please visit the Graduate Admissions website.

Teacher on Sabbatical Program
The Teachers on Sabbatical Program is designed especially for veteran teachers who wish to hone their classroom management skills, effectively incorporate writing in their disciplines, apply assessment data to promote student learning, and increase their effective use of technology. Courses are taught by expert faculty from the College of Staten Island's Education Department and other disciplines. Topics covered are applicable to career professionals across teaching levels and subject specialization and address timely pedagogical issues. For more information, visit https://www.csi.cuny.edu/admissions/graduate-admissions/teachers-sabbatical.
Tuition, Fees, and Financial Aid

Office of the Bursar
North Administration Building 2A, Room 105
718.982.2060
Visit our Website: https://www.csi.cuny.edu/admissions/paying-college/bursar

All tuition and fees schedules listed in this Catalog and in any registration material issued by the College are subject to change by action of the Board of Trustees without prior notice.

All tuition and fee schedules are necessarily subject to change without notice, at any time, upon action by the Board of Trustees of The City University of New York regardless of tuition and fee schedules in effect at the time of this printing.

If you do not make full payment on your tuition and fees and other college bills and your account is sent to a collection agency, you will be responsible for all collection costs, including agency fees, attorney fees, and court costs, in addition to whatever amounts you owe the College.

In addition, non-payment or a default judgment against your account may be reported to a credit bureau and reflected in your credit report.

Tuition

All tuition and fee charges are subject to change without prior notice by the CUNY Board of Trustees.

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ME  Resident  Non-Resident
full-time  $6,485/semester  $945/credit
part-time  $550/credit  $945/credit

*Academic Excellence Fee is applicable to all Graduate Nursing Programs.

**Rate for full-time resident continuing students (enrolled prior to academic year 2017-2018).

***Rate for full-time resident students in the cohort entering academic year 2017-2018.

The last date for submitting documentation for a residency status change for tuition billing purposes is the last day of final examinations (see the academic calendar located on the Registrar’s home page).

Matriculated Status
If a student’s matriculation status changes on or after the first day of classes, the lower matriculation tuition charge will not be effective until the next semester’s registration. No refunds will be issued for the semester in which the reclassification occurs. Students who have satisfied their baccalaureate degree requirements (graduated) and wish to take additional credits beyond the degree will automatically be coded non-degree and charged the higher non-degree rate per credit, unless they have filed for a second undergraduate degree in the Registrar’s Office by the last business day before the first day of classes.

Tuition and Fees
Graduate Student Status
Graduate students are considered part-time if registered for 11 equated credits or less, and full-time if registered for 12 or more equated credits.

Senior Citizens
Individuals satisfying the New York City/State residency requirements and who are 60 years of age or older (as of the first day of the semester or session) are permitted to enroll in undergraduate courses on a space-available basis. Proof of age is required by the College; the following forms of proof of age are acceptable: Medicare card, driver’s license, or birth certificate.

Administrative fee: A non-refundable administrative fee of $80 per semester or session is charged senior citizens who are enrolling on an audit basis. The application fee and Student Activity Fee are not charged. Senior citizens as students are responsible for the Consolidated Service Fee and any other fees they might incur.

Graduate courses: Senior citizens are not permitted to register free of tuition or fee for graduate-level courses. Senior citizens may register for graduate courses on a space-available basis and are charged the graduate tuition rate regardless. No exception is made for matriculated or non-matriculated status. The Student Activity Fee and application fee must also be paid.

Place of Residence
Students are eligible for the tuition rate for residents of New York State if they meet the following requirements for resident status: are 18 years of age or older, are United States citizens or aliens with permanent resident status, have maintained their principal place of abode in New York State for a period of 12 consecutive months immediately preceding the first day of classes for the semester under consideration, and state their intention to live permanently and maintain their principal place of abode in New York State. The residence of a person under the age of 18 is that of his/her parents unless the person is an emancipated minor (one whose parents have intentionally and voluntarily renounced all the legal duties and surrendered all the legal rights of their position as parents). Students currently classified as non-residents, who wish to apply for resident status, must present proof that the above conditions have been met to the Office of Admissions or the Office of the Registrar.

Maintenance of Matriculation Fee
Graduate students who are not registered in a given semester must pay a maintenance of matriculation fee of $225 for New York residents or $370 for non-residents a semester if they wish to maintain their matriculated status. If the fee is not paid, the student will be considered to have withdrawn and must apply for readmission.

Non-Instructional Fees
Fees are subject to change without prior notice by the CUNY Board of Trustees.
<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Description</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity</td>
<td>Full-time students</td>
<td>$138.15*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part-time students</td>
<td>$102.15*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer Semester Per Session</td>
<td>$72.15</td>
<td></td>
</tr>
<tr>
<td>Senate</td>
<td>for all full-time students</td>
<td>1.45</td>
<td>for all full-time students</td>
</tr>
<tr>
<td></td>
<td>for all part-time students</td>
<td>1.45</td>
<td>for all part-time students</td>
</tr>
<tr>
<td>Technology</td>
<td>for full-time students</td>
<td>$125</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for part-time students</td>
<td>$62.50</td>
<td></td>
</tr>
<tr>
<td>Consolidated Service Fee</td>
<td>$15</td>
<td></td>
<td>all students pay this fee</td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>payable upon filing application for admission or at the time of initial</td>
<td>$65</td>
<td>Duplicate Diploma</td>
</tr>
<tr>
<td></td>
<td>registration at the College</td>
<td></td>
<td>$15</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>$70</td>
<td></td>
<td>Duplicate ID Card</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$5</td>
</tr>
<tr>
<td>Graduate</td>
<td>$75</td>
<td></td>
<td>Duplicate Record</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$5</td>
</tr>
<tr>
<td>Doctoral</td>
<td>$75</td>
<td></td>
<td>Special Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$25 for the first; $5 each additional examination</td>
</tr>
<tr>
<td>Readmission</td>
<td>payable on registration after an absence from the College of one or more</td>
<td>$20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semesters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Change</td>
<td>for any addition to the student's initial registration</td>
<td>$18</td>
<td></td>
</tr>
<tr>
<td>Senior Citizen</td>
<td>(Undergraduate Courses Only)</td>
<td>$80</td>
<td></td>
</tr>
<tr>
<td>Cooperating</td>
<td>$25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Waiver</td>
<td>$25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late Registration</td>
<td>charged after the specified registration period</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>Late Payment</td>
<td>charged after bill due date</td>
<td>$15</td>
<td></td>
</tr>
<tr>
<td>Reinstatement</td>
<td>$15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcript</td>
<td>each (except for copies going to other CUNY colleges for which there is no</td>
<td>$7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>charge). Check or money order only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reprocessing</td>
<td>$15</td>
<td></td>
<td>for bad checks</td>
</tr>
<tr>
<td>Duplicate Bill</td>
<td>$5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of Matriculation NYS Resident</td>
<td>$225</td>
<td>per semester for matriculated graduate students who do not wish to register for courses during the current semester</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Matriculation NYS Non-Resident</td>
<td>$370</td>
<td>per semester for matriculated graduate students who do not wish to register for courses during the current semester</td>
<td></td>
</tr>
</tbody>
</table>

*Included in the Student Activity Fee is the NYPIRG ($4) fee.

Students attending both the Winter Session and following spring semester will be charged fees based on total credits for winter and spring semester combined. All non-matriculated and visiting students attending the Winter Session only will be charged fees based on credits enrolled. All matriculated students attending the Winter Session only will not be charged fees for the Winter Session.

Effective Summer 2013, students attending both Summer Session I and Summer Session II will be charged a separate Student Activity Fee, Senate Fee, and Consolidated Service Fee for each session.

**Miscellaneous Fees and Charges**

Note: All students pay the Consolidated Service Fee and the Technology Fee.
Consolidated Service Fee $15
Technology Fee $125
  (full-time students per semester)
  $62.50
  (part-time students per semester)
Application $125
Readmission $20
Late registration $25
Reinstatement $15
Program change $18
Late payment $25
Payment reprocessing $15
Special examination $15 ($5 each additional)
Transcript $7 each
  (no fee for other CUNY units)
Duplicate diploma $15
Duplicate I.D. card $5
Duplicate bill $5
Thesis binding $15

Materials Charges
Special materials charges of $10 or more are required in some courses. Materials charges are not refundable.

Library Fines
Overdue books: general circulation: 10 cents per day, including days on which the Library is closed, to a maximum of the current price of the item.

Reserve items: $1.20 per overdue hour to a maximum of the current price of the item.

Damaged books: borrower must pay any overdue fines up to and including the date the item is reported as being damaged, plus an amount to be determined by the nature and extent of the damage, not to exceed the current price of the item, plus a processing charge of $10.

Lost items: borrower must pay a $10 processing charge in addition to the current price of the item.

Payment
Students are responsible for all Tuition and Fee payments based upon their registration. Once a student registers for a semester they are considered to be enrolled at the college unless they officially withdraw through the Registrar’s Office. If a student does not officially withdraw prior to the start of the semester they are responsible for all tuition and fee charges based upon the CUNY’s academic calendar regardless of their class attendance. Any student that does not pay their bill in full by their due date is subject to removal from their classes at the discretion of the College. Please be aware that students are responsible for all tuition and fee charges regardless of their Financial Aid eligibility. Students with unpaid charges will not be permitted to register for additional classes or to receive official documents from the college.

Tuition and Fee Refunds
When courses are canceled by the College a full refund of appropriate tuition and fees will be made. In cases of student-initiated withdrawal, the date on which the withdrawal application is received by the Registrar, not the last date of attendance, is considered the official date of withdrawal for the purpose of computing refunds. Withdrawal from a course before the beginning of classes allows a 100 percent refund of tuition only; withdrawal in order to register at another unit of The City University during the same semester allows a 100 percent refund. The withdrawal application form is available from the Registrar. Withdrawals for medical reasons require documentation. Non-attendance of class or informing the instructor of intent to withdraw does not constitute an official withdrawal.

Students should be aware that withdrawal or failure to complete a course affects their financial aid obligations. Questions about financial aid obligations should be referred to the Office of Student Financial Aid. If a portion of tuition charges has been paid with federal financial aid funds, that portion of any tuition refund is returned to the appropriate financial aid program.

Return of Title IV Funds
Title IV funds (Direct loans) to recipients who are withdrawn from all courses, officially or unofficially, are subject to recalculation to determine earned federal financial aid. This calculation may result in a requirement of payment toward tuition and fees, which previously was determined to have been satisfied.

Financial Aid
Student Financial Aid Office
Building 2A, Room 401
Director, Terri Sangiorgio
Telephone: 718.982.2030
Fax: 718.982.2037
E-mail: FinancialAid@csi.cuny.edu
Website: https://www.csi.cuny.edu/admissions/paying-college/financial-aid

The mission of the Office of Student Financial Aid of the College of Staten Island is to increase opportunities for students' access and success in higher education by helping students and their families seek, obtain, and make the best use of public and private financial assistance programs for post-secondary education. The Office aims to generate delivery of aid funds to students most expeditiously while complying with all applicable rules, regulations and procedures of funding entities, CUNY, and the College.

For more information about the financial aid application process and eligibility requirements, please visit our website at https://www.csi.cuny.edu/admissions/paying-college/financial-aid or contact us by email FinancialAid@csi.cuny.edu.

**Service Hours:**
Enrollment Services  
Building 2A, 1st Floor  
Monday, Tuesday, Wednesday, Friday: 9:00am–4:45pm.  
Thursday: 9:00am-7pm.  
Friday: 9:00am-1pm.
Academic Standards and Policies

The following academic policies apply to all of the graduate degree programs in the College. Please refer to the program description for any specific policies.

Academic Dismissal

Students whose academic performance falls below the minimum requirements may be dismissed from the College upon review by the Graduate Studies Committee.

Academic Freedom

The City University of New York subscribes to the American Association of University Professors 1940 Statement of Principles on Academic Freedom, and the College of Staten Island respects academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

Admission Policy of Sex Offenders

The College reserves the right to deny admission to any student if, in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the College community. That judgment will be based on an individualized determination taking into account any information the College has about a student's criminal record and the particular circumstances of the College, including the presence of a child care center, a public school or public school students on the campus.

Advisement

Upon acceptance to the College of Staten Island, graduate students are assigned an academic advisor. Before registration, each semester students must meet with their advisors to plan their programs.

Appeal Procedures

The Graduate Studies Appeals Committee convenes once a month during the Fall and Spring semesters to consider appeals for the following: Change of Grade from FIN and WU to W, Readmission, and Dismissal. The Graduate Studies Committee DOES NOT adjudicate letter grade appeals (A-F). Letter grade appeals are the responsibility of your respective department, school, or program.

Your graduate department or program may have department or program-specific appeals procedures. If so, you must first attempt to resolve your issue by following your graduate department/program appeals procedures. Be sure to check with your program, department, or school to find out if they have program specific procedures.

In the event you then wish to appeal the decision of your graduate department, program, or school, you may then appeal to the Graduate Appeals Committee. All decisions of the Graduate Studies Appeals Committee are final.

Appeals for a Change of Grade from FIN and WU to W

1. Complete the Instructor’s Grade Change Release Form for each WU/FIN grade you wish to petition. Follow instructions on form. Note: Grade Change Release forms can be picked up at the Registrar’s Office in 2A-107 or at the Center for Advising and Academic Success in 1A-101.

2. Once the form is verified, locate each professor and them to sign the form. If a professor is no longer at CSI, ask for the signature of the Department Chair. Office staff may be able to assist you in acquiring the signature. An instructor’s signature is not required for classes taken in the Computer Science, Modern Languages, or Psychology Departments, however you must still submit a Grade Change Release Form for classes taken in these programs even though a signature is not required.

3. Write a well organized one page Letter of Appeal clearly explaining why you wish to appeal your WU / FIN grade. The letter should explain any medical, legal, emotional, financial or other hardships that were affecting you, e.g. relationship difficulties, divorce, illness, loss of loved one, financial or other hardships. Be specific about the event or concern; who…what…when …where … why…how? Reasons such as absence from classes, being unaware of the procedure for how to drop a class, or disliking the professor are not considered extraordinary. If you did well in other classes that same semester, you must explain any discrepancy as well as why you failed to officially withdraw from the course. Further, the letter should explain how you have addressed your issues and how they will not interfere with future graduate study, for example, I have fully recovered from my illness; an unemployed family member is now working again; I have arranged child-care for my child. The letter must be typed, signed, and include the date and your name.

4. Provide Supporting Documentation about your issues for the semester in question, e.g. therapy, medical, financial, legal, employment or other emergency. Documentation such as a letter from other people may be acceptable (e.g. clergy, teacher, and employer). Be sure the letter is on official letterhead or stamped and signed.
5. Be sure to notify the coordinator or director of your graduate studies program, as they are required to send to the Chair of Graduate Studies a separate letter regarding your appeal.

6. Appeal paperwork should be arranged in the following sequence:

- Graduate Appeals Cover Sheet and Checklist for Readmission and/or Grade Appeal
- Letter of Appeal
- Signed Instructor’s Grade Change Release Form(s)
- Supporting Documentation, if necessary

All other Appeals (Dismissal, Readmission, Other)

Students follow the same procedures detailed above with the exception of the Grade Change Release Form, which is not required.

Computer User Responsibilities

The computer resources of The City University of New York and the College of Staten Island must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources:

- You are required to have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.
- You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resource is being used.
- You may not circumvent system protection facilities.
- You may not knowingly use any system to produce system failure or degraded performance.
- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not copy material protected by copyright.
- You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
- You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit-making or illegal purposes.
- You may not use computer resources to engage in abuse of computer personnel or other uses. Such abuse includes the sending of abusive or obscene messages within CUNY or beyond via network facilities.
- The use of college computer resources may be subject to college regulations, and you are expected to be familiar with those regulations.
- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in the regulations.

The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to ensure compliance with regulations.

Any user who is found to be in violation of these rules is subject to the following:

- Suspension and/or termination of computer privileges;
- Disciplinary action by appropriate college and/or University officials;
- Referral to law enforcement authorities for criminal prosecution;
- Other legal action, including action to recover civil damages and penalties.

“Computer Resources” is an inclusive term referring to any and all computing/information technology: hardware, software, and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, wires, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

Credits as a Non-Matriculated Student

No more than 12 credits of graduate courses may be taken as a non-matriculated student, unless the student already holds another master’s degree.
Five Year Limit
All credits for a graduate degree must be completed within five years. Extensions may be granted only with the written permission of the program coordinator.

Full-Time Classification
Effective Fall 2018, all graduate students registering for a minimum of nine credits may be certified as full-time students.

Grade Point Average for Retention and Dismissal
Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained in a graduate program. Students whose GPA falls below 3.0 are on probationary status. While they are on probationary status, their registration forms must be signed by the coordinator of their program. Students may raise their GPA only through enrollment in graduate courses approved by their program coordinator.

Students on academic probation will not be dismissed but will be automatically continued on probation as long as they achieve a grade point average of 3.5 or better each year until they have reached the required minimum grade point average.

Students who fail to achieve the minimum 3.5 grade point average for any year while on probation will be dismissed.

Grade Point Average for Graduation
Students must have a minimum GPA of 3.0 (B) in graduate-level courses in their program to graduate.

Graduation
Students who believe they will have fulfilled the degree requirements must file for graduation by the date specified in the College calendar. There is no fee for this application. Application for graduation may be submitted online through the CUNYfirst Self-Service Student Center or in person at the Office of the Registrar, Building 2A, Room 107.

Graduate Studies Committee
The Graduate Studies Committee reviews student records and considers student appeals related to admission, readmission, and graduation. Students can petition the Committee through a counselor in the Division of Student and Enrollment Services.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Identification</th>
<th>Quality Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failing/unsuccessful completion of course</td>
<td>0.0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Awarded</td>
<td>-</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete (temporary grade)</td>
<td>-</td>
</tr>
<tr>
<td>FIN</td>
<td>Failure (changed from Incomplete)</td>
<td>0.0</td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
<td>-</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawed with no penalty</td>
<td>-</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>WN</td>
<td>Non-Attendance, Unofficial Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>WN</td>
<td>Non-Attendance, Unofficial Withdrawal (Fall 2008-Summer 2009)</td>
<td>0.0</td>
</tr>
<tr>
<td>*WN</td>
<td>Non-Attendance</td>
<td>-</td>
</tr>
<tr>
<td>Y</td>
<td>Year or Longer Course of Study (for thesis courses)</td>
<td>-</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by instructor</td>
<td>-</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade Pending (for thesis courses)</td>
<td>-</td>
</tr>
</tbody>
</table>

A brief explanation of the grades receiving no quality points follows:

**INC**

The grade INC is a temporary grade assigned when, in the instructor’s judgment, course requirements are not completed for valid reasons. Recipients of INC are required to complete all assignments before the end of classes during the succeeding semester. Students should not register a second time for a course in which an INC is given. Rather, arrangements should be made with the instructor to complete the remaining work. If a student registers again for a course in which an INC was awarded, the INC will become a FIN and the course will appear a second time on the student’s transcript with the grade earned.

**FIN**

If a grade of INC is not changed before the last day of classes of the succeeding semester, it will automatically be changed to a grade of FIN. If the required work is not completed for continuing valid reasons, the course instructor may grant an extension. Such extensions shall not exceed a period of more than two years beyond the original due date of the uncompleted work.

**NC**

No credit is received for a course in which this grade is assigned. This grade carries no academic penalty. If a student wishes to receive credit for the course, it must be repeated with a passing grade; however, the NC remains on the transcript.

**P**

Course requirements have been satisfied. This grade is used only for specially designated courses and for courses taken at another college for which a student receives advanced standing.

**W**

Students may withdraw without academic penalty from any course up to the end of the ninth week of the semester (see College calendar for deadline to withdraw); a grade of W will be assigned. After that date, students may petition the instructor and the chairperson for permission to withdraw until the last day of classes. Consult the Office of the Registrar for the procedures to be followed when withdrawing from a course. If these procedures are not followed, students may receive a penalty grade of WU. In cases of illness, students may apply to the Health Center for a medical withdrawal. Under no circumstances will a W be assigned after the last day of classes without positive action by the Graduate Studies Committee or its designee.

**WA**

Students not in compliance with the New York State immunization requirement receive the grade of WA. This grade carries no academic penalty.
WN An unofficial withdrawal due to non-attendance in a course. No credit is received for a course in which this grade is assigned; it is equivalent to a grade of F.

*WN Never Attended. This grade carries no academic penalty. Effective Fall 2009.

WU An unofficial withdrawal results in a grade of WU. No credit is received for a course in which this grade is assigned; it is equivalent to a grade of F.

PEN An administrative grade.

Y The pending grade is used in the first semester of a two-semester course.

Z An administrative grade assigned when no grade has been submitted by the instructor.

All Spring 2020 grades were earned during a major disruption to instruction as a result of the COVID-19 pandemic.

“Grandfather” Clause

Requirements in this Catalog were approved effective fall 2020. The “Grandfather” clause is designed for students who matriculated in a program, major, or curriculum prior to that date. This provides that students may meet degree requirements in effect the year of their matriculation in a particular program, curriculum, or major provided the student has not had an interrupted matriculation exceeding four consecutive fall and spring semesters.

Students changing major or curriculum are subject to the requirements in effect the year of the change.

Immunization Requirement

New York State Public Health Law requires immunization against measles, mumps, and rubella for some students. All students born on or after January 1, 1957, who are enrolling for six or more equated credits must have proof of immunization on file at the College Health Center, Campus Center (1C), Room 112, one week prior to registration. Transfer students must request that their health records be transferred to College of Staten Island. New York State Public Health Law 2167 requires all students to complete and return the meningitis vaccination response form prior to registration. Information and the immunization forms are available at the Health Center and the Registrar’s Office.

New York State Public Health Law 2167 requires that all college and university students be informed of the meningococcal disease, a potentially fatal bacterial infection commonly referred to as meningitis. The College of Staten Island is required to maintain a record of the following for each student:

- A response to receipt of meningococcal disease and vaccine information signed by the student or if a student is under the age of 18, by the student’s parent or guardian. The information provided to you must include information on the availability and cost of meningococcal meningitis vaccine (Menomune™);

AND EITHER

- A record of meningococcal meningitis immunization within the past ten years;

OR

- An acknowledgment of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or if a student is under the age of 18, by the student’s parent or guardian.

Meningitis is rare. However, when it strikes, its flu-like symptoms make diagnosis difficult. If not treated early, meningitis can lead to an increase in fluid surrounding the brain and spinal column as well as severe and permanent disabilities, such as hearing loss, brain damage, seizures, limb amputation, and even death. Cases of meningitis among teens and young adults 15 to 24 years of age (the age of most college students) have more than doubled since 1991. The disease strikes about 3,000 Americans each year and claims about 300 lives. Between 100 and 125 meningitis cases occur on college campuses and as many as 15 students will die from the disease. A vaccine is available that protects against four types of the bacteria that cause meningitis in the United States: types A, C, Y, and W-135. These types account for nearly two-thirds of meningitis cases among college students. The College of Staten Island does not offer meningococcal immunization. The meningitis vaccine is provided at the New York City Department of Health Travelers’ clinics, wwwnc.cdc.gov/travel/contentFindClinic.aspx. The meningitis vaccine may or may not be covered by insurance. The vaccine cost is approximately $75. The Ryan Chelsea Clinton Community Center, 645 Tenth Avenue (between 45th and 46th) New York, NY 10036, 212.265.4500, offers the meningitis vaccine at a low and affordable cost. Note: Per public health law, the College may not permit any student to attend the institution in excess of 30 days without complying with this law.

To learn more about meningitis and the vaccine, please consult your physician. You can also find information about the disease at:

The College Health Center’s Website:
https://www.csi.cuny.edu/campus-life/student-services/health-and-wellness-services

New York State Department of Health Website:
I.D. Cards
Each student will be provided with a photo identification card. Each semester the I.D. cards are validated upon completion of registration. Validated I.D. cards must be carried by a student on campus at all times. Duplicate I.D. cards are available at a cost of $5.

Independent Study
Graduate students may take a maximum of two independent study courses. Approval of the graduate program coordinator and the dean of the division is required.

Library Submission of the Master’s Thesis
A finished master’s thesis is a scholarly work that is the product of extensive research and related preparation. The Library will make theses publicly available to students, faculty, and outside researchers. For purposes of preservation, and to prepare them for bindery, theses must adhere to uniform standards of format and construction. The guidelines for submission are available in the CSI Library Guidelines for Submission of the Master's Thesis (p. 172).

Policy on Academic Integrity, Plagiarism, and Cheating
Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including, but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one’s own, and misappropriating the knowledge of others. The sources from which one derives one’s ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism.

Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. For more information please visit the CUNY Policy on Academic Integrity.

Registration
Students must register each semester. Registration and appointment materials are sent by the Office of the Registrar prior to registration to all current, readmitted, and newly admitted students. An open registration period is scheduled at the beginning of each semester for students who miss their registration appointments or who are returning to CSI too late for an appointment to be scheduled.

Students scheduled for registration using their CUNYfirst self-service account may register and perform program changes following the procedures accompanying the registration e-mail notification. Instructions for using CUNYfirst are also available online. A detailed registration schedule and class listings are available online each semester on the Registrar's website. Registration is not complete until all financial obligations have been satisfied. The Registrar’s Office is in Building 2A, Room 110.

Retaking Graduate Courses
Following is the policy on retaking graduate courses at the College of Staten Island for which a student has received a grade of F/WU/FIN.

Effective Fall 2020, graduate students who have earned an academic grade of F or an administrative grade of WU or FIN in a CSI graduate course, may, with the permission of their program coordinators, retake the same course at CSI and replace the grade. If they earn a grade of C or higher, the F/WU/FIN grade will be replaced as follows: the original grade (F/WU/FIN) will remain on the transcript, but will no longer be computed in the cumulative grade point average (CUM GPA). This adjustment to the cumulative GPA (CUM GPA) will occur automatically at the end of the semester in which the student retakes the course. Students and their advisors should check the transcripts to ensure that this replacement has taken effect.

The following restrictions apply to this policy:
F-Grade Replacement is limited to a maximum of one (1) course during the student’s enrollment (matriculation) in graduate programs at the College of Staten Island.

F-Grade Replacement may not be used to replace an F grade resulting from a violation of CUNY’s policy on Academic Integrity.

F-Grade Replacement applies only to graduate courses taken at CSI: CSI students are not permitted to use this policy for courses taken at another CUNY college.

F-Grade Replacement does not apply to transferred courses.

F-Grade Replacement only applies to the same course with the same number of credits; it may not be used to replace the grade if the number of credits has changed.

Special COVID-19 Flexible Grading Policy for the Spring 2020 Semester

As part of The City University of New York’s response to the COVID-19 pandemic, during the Spring 2020 semester, all students shall have the option to convert any or all of the (A-F) letter grades they earn in their classes, to Credit/No Credit (CR/NC) grading.

1. During the Spring 2020 semester, all students shall have the option to convert any or all of the (A-F) letter grades, including plus or minus variations, they earn in their classes, to Credit/No Credit grading.

2. Students shall be able to make this decision up to 20 business days after the University’s final grade submission deadline. Once selected, the Credit/No Credit option cannot be reversed.

3. If a student chooses to exercise this option, a passing letter grade (A, B, C, or D including +/-) will convert to ‘CR’ with credit for the class being awarded, while a failing grade (F) will convert to ‘NC’, with no credit awarded. Credit/No Credit grades will not impact the student’s GPA.

4. Courses taken for a letter grade will continue to be included in the semester and general GPA, while courses taken for a Credit/Non-credit grade will be excluded, just as is the case with such courses taken at a student’s home institution.

5. If a student exercises the option of Credit/No Credit, the Credit (CR) grade will not negatively impact the student’s satisfactory progress toward degree completion.

6. Students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy.

7. The Special COVID-19 Flexible Grading Policy shall apply to coursework completed on Permit and will not affect Board of Trustees Policy 1.14 – Policy on Coursework Completed on Permit.

8. Students placed on academic probation by their institution at the start of the Spring 2020 semester shall not be penalized with academic dismissal based upon their grades earned this semester.

9. The Special COVID-19 Flexible Grading Policy shall not affect the University standards of student retention and progress in accordance with Board of Trustees Policy 1.26.

10. Before choosing this grading option for one or more of their classes, students shall consult with their academic and financial aid advisors regarding potential impact to their financial aid, licensure requirements, and graduate school admissions.

11. The Special COVID-19 Flexible Grading Policy shall supersede and override all undergraduate and graduate program-level grading policies currently in effect at CUNY colleges and schools, including those related to required and elective courses within the major, minor, general education (Pathways), pre-requisite courses, honors courses, courses taken on permit and maximum number of credits that a student can earn with Credit/No Credit grades.

12. The grade glossary, attached to each transcript, will be updated to include a notation denoting that all Spring 2020 grades, including CR or NC, were earned during a major disruption to instruction as a result of the COVID-19 pandemic.

13. The Special COVID-19 Flexible Grading Policy shall apply to all CUNY colleges and schools, except the School of Law and the School of Medicine, which may develop their own Pass/Fail policies, subject to approval of the Board of Trustees, to conform to norms in legal and medical education.

14. The Special COVID-19 Flexible Grading Policy, which shall be effective April 1, 2020, applies to the Spring 2020 semester only and that the Chancellor, may, in his discretion, to meet public health emergency policies and practices, extend this policy to future semesters, if necessary and report such extension to the Board of Trustees immediately.

15. The Special COVID-19 Flexible Grading Policy shall be codified in the Manual of General Policy as Policy 1.4. and cannot be overwritten by any individual units of the University, including presidents, provosts, or college councils.
16. The policy will remain in effect for the Spring 2020 semester and will be reviewed by the Chancellor and extended as necessary to meet public health emergency policies and practices.

Transcripts and Grade Report

Students may access their transcript records and review semester grades by logging on to their CUNYfirst self-service account. Email notification is sent to students each semester when grades are available.

Students may request copies of their transcripts online at https://www.csi.cuny.edu/students/registrar/request-transcript. To be official, transcripts must be signed and sealed by the Registrar.

Transfer Credits

Graduate courses taken within the last five years at an accredited college or university may be accepted at the discretion of the coordinator of the graduate program. A maximum of 12 graduate credits in graduate courses, with a minimum grade of 3.0 (B) in each course, may be applied toward a graduate degree from the College of Staten Island. For specific requirements, please refer to the Programs of Study (p. Error! Bookmark not defined.).

Undergraduate Courses

Graduate students may not enroll in undergraduate courses for graduate credit. Graduate students may, however, enroll in undergraduate courses in order to remedy deficiencies in their preparation for graduate study. Such courses will not be credited toward the requirements of the graduate degree. Non-matriculated students who are completing undergraduate coursework to qualify for matriculated status must maintain a minimum GPA of 3.0 in order to be considered for matriculation. (See also specific requirements for remedying deficiencies in the description of the Programs of Study (p. Error! Bookmark not defined.).)

Verification of Student Enrollment

Federal Title IV regulations require that a student begin attendance to qualify for Title IV aid. The College must be able to document verification of enrollment in each course or participation in an academically related event connected to that course. A student is considered to have begun attendance if the student attends at least one day of class or is otherwise active and participating in the course or academically related activity (e.g. by submitting assignments, attending a required study group, academic conference or tutorial) for each course used to determine Title IV eligibility.

Academically related activities include, but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial or computer-assisted instruction;
- attending a study group that is assigned by the school;
- participating in an online discussion about academic matter;
- engaging in an online academically related activity, or initiating contact with the instructor to ask a question about the academic subject studied in the course or ask a course-related question. Note: Logging into an online class is not sufficient, by itself, to demonstrate participation in an academically related activity by the student.

A course for which the College is unable to document that the student ever attended cannot be included as a course eligible for the disbursement of federal aid.

Faculty members at all schools and colleges of The City University of New York are to be provided a census date roster at the end of the program adjustment period/census date of each term/session including winter and summer. Faculty and instructors are required to indicate on the rosters verification of enrollment for students enrolled in the class. They must complete the official roster and submit it on or before one week after the census of the term/session. At that point in time, submission of the roster will effectively certify that the listed students noted as present are enrolled and have attended & participated at least once in the class indicated on this roster (i.e., began attending classes and/or pursuing the prescribed course work or is otherwise active and participating in the course, e.g. by submitting assignments, attending a required study group, academic conference or tutorial).

The College will effectively process administrative withdrawals (WN) for students who have been reported as never participated in an academically related activity, i.e. have not begun attending. Daily attendance rosters or grade books will not be required.

Where the College cannot establish that the student began attendance or participated in an academically related activity, federal grants and loan funds need to be returned. Federal regulations require that the College return federal funds no later than 30 days after the College becomes
aware that the student did not begin attendance. At an institution that is not required to take attendance but that has a census date on which it reports its enrollment levels to a state, local jurisdiction or outside agency, once the institution has determined that a student has or has not begun attendance, it would be reasonable to expect the institution to return funds as soon as possible, but no later than 30 days following the census date.
Academic and Student Services

Office of Academic Affairs
Office of Academic Affairs
Building 1A, Room 305
Senior Vice President and Provost, J. Michael Parrish
718.982.2440

The Provost is the College’s chief academic officer, overseeing the development and implementation of academic programs and policies consistent with the mission of CSI and the City University of New York. Reporting directly to the Provost are two Associate Provosts, the five division and school Deans, the Head Librarian, the Registrar, the Office of Institutional Research, and the Center for Global Engagement. Several additional offices report to the Associate Provosts.

In addition to providing leadership and coordination for all of CSI’s academic programs, the Office of the Provost is deeply engaged in strengthening practices to increase student success and promoting high-impact instructional practices and active learning. The Office also represents and supports faculty in all facets of their professional work, including research and creative activities, which are at the heart of our academic programs. Ours is a distinguished faculty, committed to students and their experience. I encourage all students to take advantage of the diversity and quality of programs offered at the College in setting their paths to graduation.

Reporting to the Senior Vice President and Provost are: Assistant Vice President for Enrollment Management and Dean of Admissions
Associate Provost for Undergraduate Studies and Student Success
Associate Provost for Graduate Studies and Institutional Effectiveness
Divisions and Schools
Enrollment Management
Office of the Registrar
Center for Global Engagement
Chief Librarian

Library
Library 1L, Room 109
Chief Librarian and Associate Dean, Amy Stempler

The Library is the focal point of the South Academic Quadrangle. The building, with its distinctive rotunda, is the home to five central services: a study center for the campus community; a broad collection of books and journals in the liberal arts and sciences; computer facilities, online services, and databases that serve as points-of-access to informational resources beyond the walls of the Library; an instructional facility for the teaching of information retrieval and information literacy; an Archives and Special Collections unit; and media distribution services in support of instruction.

One hundred and seventy-five computer workstations for student use are available throughout the building. The general reference area is located on the first floor, as is the faculty Center for Excellence in Learning Technology. The second floor leads to the elegant archives facility, the distance-learning center, the document center, the Library instruction facility, and the Media Services unit. The circulating book collection and the print journal holdings are housed on the third floor.

Hours of Service:
Monday–Friday 8:00am–midnight
Saturday 8:30am–9:00pm
Sunday noon–9:00pm

Hours of service during summer session, intersession, and holidays are posted at the Library entrance and on the Library homepage, www.library.csi.cuny.edu.

Borrowing Privileges: Students and faculty from CSI and other CUNY colleges must present current ID cards in order to borrow books. Students and faculty may obtain ID cards from the College Office of Public Safety. Overdue books, lost books, or unpaid fines may result in the suspension of borrowing privileges.

The Collection: The holdings include 245,000 bound volumes of books, 143 online databases (of which more than 50,000 are full text), 155,000 e-books, 215 print journal subscriptions, 53,000 e-journals, 3,500 films and videos, 5,000 sound recordings, and 1,300 linear feet of archival materials.

The Online Catalog: The CSI Library is a member of the CUNY-wide integrated library system. Access to CUNY+, the online union catalog portion of the system, is available throughout the campus as well as from offsite.

Reference librarians provide service at the General Reference Desk on the first floor at all times when the Library is open. The Library instruction service includes orientation tours, open workshops, presentations to classes by reference specialists in connection with specific course assignments, and the compilation of bibliographic aids.

CSI St. George Student Service Center
CSI St. George, SG, Room 101
Director, Mario D’Alessandro:
The CSI St. George Student Services Center (SSC) cross-trained staff, representing and providing services related to the Offices of Recruitment & Admissions, Financial Aid, Registrar, Academic Advisement, Information Technology, and Bursar, assist students in a courteous and professional manner in navigating the higher education experience. SSC staff, with the cooperation of the Office of Student Life, academic departments, and other student services offices, also develop and administer workshops, events, and activities that meet the co-curricular and personal growth needs of our students. In coordination and cooperation with all of these offices on the main Willowbrook campus, the SSC provides friendly, high-quality, and accurate information to all CSI students, faculty, and staff, regardless of whether these individuals are attending classes or working at CSI St. George. The SSC also hosts staff from the Center for Student Accessibility and the Office of Information Technology. Further information about all of the student services offered at CSI St. George can be found at www.csi.cuny.edu/stgeorge.

**Enrollment Services Center**
Building 2A, Room 106  
Director, Terri Sangiorgio

<table>
<thead>
<tr>
<th>Day</th>
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<tr>
<td>Monday-Wednesday</td>
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<tr>
<td>Thursday</td>
<td>9:00am-7:00pm*</td>
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<tr>
<td>Friday</td>
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*Please note that Enrollment Services will close at 5:00pm when there are no classes in session.

Enrollment Services provides information about various college services, such as Registrar, Student Financial Aid, Academic Advisement, Testing, College Health Center, Web services and more. Enrollment Services is a place to receive information and assistance in one central location. When in-depth counseling is required, the staff will ensure that an appropriate referral is made.

**Adults Returning to College Program (ARC)**
Office of Recruitment and Admissions, Building 2A, Room 103

Consistent with the college’s mission, it proudly supports the Adults Returning to the Classroom (ARC) Program. This program supports those adults who may be coming to college for the first time, or returning after a prolonged absence and offers personalized services from pre-admissions counseling through registration, and provides guidance and support as adult students make choices about their careers and education. Interested adults (those who are at least 25 years old) not yet admitted to the College should have an initial consultation with an admissions counselor: please call 718.982.2470 or send an e-mail to sean.walsh@csi.cuny.edu. If you have previously attended CSI and would like to return, please complete a Readmission Form. If you have any questions about ARC or the readmission form please email neila.green@csi.cuny.edu.

**Alumni Relations**
Building 1A, Room 110

The Office of Alumni Relations maintains contact with alumni through ongoing social, educational, athletic, and cultural events.

The Office also assists the CSI Alumni Association and its elected Board of Directors, who serve as the representative voice for over 50,000 alumni worldwide. The Alumni Association was established in 1980 and its mission is dedicated to promoting a lifelong spirit of pride, fellowship, loyalty, and learning among alumni, students, and the community.

All persons who have a degree or six-year certificate from CSI or its predecessor institutions, Richmond College and Staten Island Community College, are members of the Alumni Association. Alumni seeking further information or wishing to obtain a permanent alumni photo ID are invited to call 718.982.2290, email alumni@csi.cuny.edu or visit the Office.

**Center for Advising and Academic Success (CAAS)**
Building (1A), Room 101

The Center for Advising and Academic Success (CAAS) is responsible for teaching the principles and philosophy of general education and its relevance in curricula. CAAS provides advisement support to new students, matriculated continuing students who have earned less than 45 credits and to students who are declared as Associate Degree Liberal Art majors. Committed to utilizing the most effective advisement practices in support of student academic success, it empowers students to proactively become involved in their own educational experience.

Here, while students find academic assistance with educational goal planning, major, minor, and career identification, general education requirements, DegreeWorks (the degree audit self-advisement tool), FACTS (the financial aid tracking system) used to determine TAP eligibility, and academic policies and regulations; faculty can find assistance with advisor training and development and evening & weekend services. Additionally, CAAS is responsible for administration of the Pathfinder Program, a career exploration workshop series designed to help students determine potential career pathways and related academic majors. Further information about advisement, Pathfinder,
and other services can be found at www.csi.cuny.edu/academicadvisement.

All students assigned faculty or professional advisors are required to meet with an advisor minimally once each semester. The Early Advisement Period (each March and October) is designed to provide students with ample opportunity to discuss their educational plans and to complete their upcoming semester’s course selection process. Prior to the Priority Registration Period (each April and November), students receive notification of the priority registration access date. Students should meet with their advisor to complete their educational plans, have their Advisement Stop removed, and prepare to complete their registration process at least 3 weeks before their priority registration access date.

**Registrar**

Office of the Registrar
Registrar, Kerri Gerson
Building 2A, Room 110
718.982.2120
Visit our Website:https://www.csi.cuny.edu/students/registrar

The Office of the Registrar assists students in navigating the necessities of the school. The Office performs a variety of services both online and in person for students including: registration, transcript ordering, grade reporting, enrollment certification, final examination scheduling, the schedule of classes, academic calendars, transfer credit evaluation, degree audit, and graduation evaluation.

**Registration**

Students must register each semester using their CUNYfirst self-service account. Registration and appointment materials are sent by the Office of the Registrar prior to registration to all current, readmitted, and newly admitted students. Instructions for using CUNYfirst are also available online. An open registration period is scheduled at the beginning of each semester for students who miss their registration appointments or who are returning to CSI too late for an appointment to be scheduled.

Students who do not meet the course prerequisites will be unable to complete the registration process. Undergraduate course prerequisites could include any one or more of the following: matriculated or non-matriculated undergraduate student status; curriculum restrictions; completion of other courses; completion of other courses with a minimum grade; corequisite courses (which must be taken with the course); class or standing; and/or department/program approval/permission.

If a major requirement has a prerequisite(s), it automatically becomes part of the program requirements and the credits are added to the total credits for the major. In some cases, the same course may satisfy both the major and a general education requirement.

A detailed registration schedule and class listings and course information are available online each semester on the Registrar’s website. **Registration is not complete until all financial obligations have been satisfied.**

**Special Categories of Registration**

**Permit or Visiting Students**

Permit students from within The City University must submit a valid CUNY permit through the ePERMIT system from their home college to the CSI Registrar’s Office prior to registration. Visiting students from outside The City University must submit the Visiting Student Application available online on the Registrar’s website along with documentation from their home schools that they have permission to enroll at CSI.

Undergraduate first-year students in Macaulay, and CUNY BA programs can take e-permit courses in their first semester, and throughout their college careers; other undergraduate students can start taking e-permit courses in their second semester and can continue thereafter. First semester transfer students may also take a course on ePermit, with eligibility based on the previous college GPA.

**Senior Citizens**

The Board of Trustees of The City University of New York authorizes colleges to permit residents of New York State sixty years of age and older to enroll in undergraduate courses, on an audit basis without tuition charge and without credit, on a space-available basis. Individuals who enroll shall be charged an administrative fee ($65), the student consolidated service fee $15), as well as any other fees they may incur.

Senior citizens may enroll as undergraduate degree credit student, but may not be categorized as an “audit” student and a degree student during the same semester or session.

Senior Citizens are not permitted to register tuition free for any graduate level course and utilize a tuition fee waiver.

**Readmission**

Undergraduate students who do not register for a semester and then decide to return in a subsequent semester must file an application for readmission with the Registrar. Readmission is routine unless the student is applying for a different curriculum, which may entail a review of
qualifications. Applications may be filed online at https://www.csi.cuny.edu/students/registrar.

Students who have been academically dismissed by the College will be readmitted only upon successful appeal to the Committee on Course and Standing. Please refer to the Counseling Center for further information on Readmission and Grade Appeals.

Immunization Requirement

New York State Public Health Law requires immunization against measles, mumps, and rubella for some students. All students born on or after January 1, 1957, who are enrolling for six or more equated credits, must have proof of immunization on file at the College Health Center, Campus Center (1C), Room 112, one week prior to registration. Transfer students must request that their health records be transferred to CSI. Information and the immunization forms are available at the Health Center and at the Registrar’s Office.

New York State Public Health Law 2167 requires that all college and university students be informed of the meningococcal disease, a potentially fatal bacterial infection commonly referred to as meningitis. The College of Staten Island is required to maintain a record of the following for each student:

• A response to receipt of meningococcal disease and vaccine information signed by the student or if a student is under the age of 18, by the student’s parent or guardian. The information provided to you must include information on the availability and cost of meningococcal meningitis vaccine (Menomune™); AND EITHER
  • A record of meningococcal meningitis immunization within the past ten years;
  OR
  • An acknowledgment of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or if a student is under the age of 18, by the student’s parent or guardian.

Meningitis is rare. However, when it strikes, its flu-like symptoms make diagnosis difficult. If not treated early, meningitis can lead to an increase in fluid surrounding the brain and spinal column as well as severe and permanent disabilities, such as hearing loss, brain damage, seizures, limb amputation, and even death. Cases of meningitis among teens and young adults 15 to 24 years of age (the age of most college students) have more than doubled since 1991. The disease strikes about 3,000 Americans each year and claims about 300 lives. Between 100 and 125 meningitis cases occur on college campuses and as many as 15 students will die from the disease. A vaccine is available that protects against four types of the bacteria that cause meningitis in the United States: types A, C, Y, and W-135. These types account for nearly two-thirds of meningitis cases among college students. The College of Staten Island does not offer meningococcal immunization. The meningitis vaccine is provided at the New York City Department of Health Travelers’ clinics, wwwnc.cdc.gov/travel/contentFindClinic.aspx. The meningitis vaccine may or may not be covered by insurance. The vaccine cost is approximately $75. The Ryan Chelsea Clinton Community Center, 645 Tenth Avenue (between 45th and 46th) New York, NY 10036, 212.265.4500, offers the meningitis vaccine at a low and affordable cost. Note: Per public health law, the College may not permit any student to attend the institution in excess of 30 days without complying with this law.

To learn more about meningitis and the vaccine, please consult your physician. You can also find information about the disease at:

The College Health Center’s Website:
https://www.csi.cuny.edu/campus-life/student-services/health-and-wellness-services

New York State Department of Health Website:
www.health.state.ny.us/prevention/immunization/index.htm

Centers for Disease Control and Prevention (CDC) Websites:
www.cdc.gov/travel/contentFindClinic.aspx and www.cdc.gov/DiseasesConditions

American College Health Association (ACHA) Website:
www.acha.org/projects_programs/ meningitis/disease_info.cfm#overview

and the National Meningitis Association (NMA), Website:
www.nmaus.org

I.D. Cards

Each student will be provided with a photo identification card. Each semester the I.D. cards are validated upon completion of registration. Validated I.D. cards must be carried by a student on campus at all times. Duplicate I.D. cards are available at a cost of $5.

Center for Global Engagement

Building 2A, Room 206
Director, Stephen M. Ferst

The Center for Global Engagement encourages and supports the international component of the academic life of the College. The Center provides direction and assistance in matters affecting the College’s international student population, sponsors study abroad programs, directs scholar and student exchange programs, and facilitates international development programs. Guidance
for the Center’s activities is provided by a faculty advisory committee.

**English Language Institute (ELI)**

Building 2A, Room 206  
Academic Coordinator, Joanne Riggio

The Institute, a member of the American Association of Intensive English Programs, offers intensive English language study and programs in American language and culture to international students and professionals. The Institute is supported by course fees. Admission to the English Language Institute does not constitute admission to the College.

**Foreign Student and Scholar Services**

The staff, serving foreign students and scholars, processes immigration documentation; facilitates admission procedures; provides academic advisement, counseling, adjustment, and orientation to college life in the U.S.; and assists in off-campus housing.

**Study Abroad Programs**

The Center offers a variety of study abroad programs for undergraduate credit only with partner institutions around the world including the following: Nanjing University, Shanghai University, and the City University of Hong Kong in China; the Danish Institute for Study Abroad (DIS) in Copenhagen, Denmark; the Catholic University of Guayaquil and the University of San Francisco de Quito in Ecuador; Middlesex University in London, England; The American College of Thessaloniki in Greece; Scuola Lorenzo deMedici in Florence and Tuscania, The American University of Rome, and the Istituto Venezia in Italy; the Universidad Internacional Menéndez Pelayo in Santander, Spain; IPAG in Nice and Paris, France; Seinan Gakuin University in Fukuoka, Japan; and Dublin Institute of Technology in Ireland. Overseas study programs in more than 25 countries are open to CSI students through membership in the College Consortium for International Studies.

There is no foreign language prerequisite; however, students are required to study the language of the country and are placed in courses suitable to their ability. A minimum grade point average of 2.5 is required for participation in most of the CSI-sponsored study abroad programs. The staff provides assistance and information about admissions, financial aid, orientation, and re-entry. To prepare effectively for participation in the program, students are encouraged to investigate the overseas study opportunities early in their academic careers. Most student financial aid plans are applicable to study abroad programs and special scholarship funds are available for eligible students.

**International Faculty Activities**

The Center coordinates a faculty exchange program with Shanghai University in China on behalf of The City University. The Center also has responsibility for CSI exchange programs and faculty development activities and international projects in various countries. On-campus programs for faculty and students include the World on Wednesday lecture series, International Education Week Events, and special programs.

**Institutional Advancement and External Affairs**

Building 1A, Room 210  
Vice President for Institutional Advancement and External Affairs, Cheryl Adolph

The Office of Institutional Advancement and External Affairs is responsible for advancing the mission of the College and developing financial support for the College from alumni, faculty and staff, the community, and private industry. The CSI Foundation, Inc. was established to provide leadership and volunteer assistance to the College in its fundraising programs.

**Information Technology**

Building 2A, Room 303  
Assistant Vice President and Chief Information Office for Technology Services, Patricia Kahn, PhD

The mission of the Office of Information Technology Services (ITS), consistent with that of the College, is to advance the use of technology in all aspects of the College's operations, so as to strengthen support services, teaching, and research. ITS is responsible for guiding, assessing, planning, developing and executing state of the art information technologies. ITS has a responsibility to support current technology at CSI while at the same time plan and implement the continuing evolution in technology.

There are 3 open computer labs (Building 1L, Rooms 202 and 212, and Building 3N, Room 217) that are available to students to complete assignments and access the internet and email. They are equipped with the same software as the teaching labs, including programs that support students with disabilities. These rooms are also enhanced with ADA compliant furniture. All labs are manned by College Assistants, who provide assistance to users. A CSI Computer Login Account is required to logon to all campus computers. Similar to these 4 rooms, computers are also available for public access in various locations throughout the campus.

There are over 200 Multimedia (Smart) Classrooms installed throughout campus. These rooms have ceiling mounted projectors and wall screens, which allow instructors to display their laptop or other device via a cable bundle. Most Smart Classrooms are equipped with a podium, which house a computer, allowing instructors...
the flexibility of using the podium PC or a mobile device. A CSI Computer Login Account is required to logon to all podiums. Some classrooms are also equipped with SmartBoards, which are interactive whiteboards.

"CSI unplugged", wireless access is via a valid CSI username and password. The use of ClearPass technology will provide for gatekeeper access for multiple devices and simultaneous logins. The wireless network can be accessed from any of the academic or administrative buildings. CSI wireless Access Points are 802.11a/b/g/n capable. The 802.11ac standard is being implemented to provide speed and increase capacity. All faculty, staff, and students may access the network by using their FLAS and SLAS accounts (same User ID and password used to access email).

For more information please visit the OIT webpage.

Laboratories
Building 6S
Home of the Department of Biology, the Department of Chemistry, the Center for Environmental Science, and the Center for Developmental Neuroscience and Developmental Disabilities, contains 74 state-of-the-art laboratories for study and research. The ten departmental buildings in the academic quadrangles house instructional, tutorial, and research laboratories, and personal computer classrooms.

Media Services
Library 1L, Room 201
Director: Mark Lewental
Media Services provides viewing and listening facilities and classroom services for its collections of videotapes, DVDs, slides, audiotapes, and recordings. The Media Distribution System provides access to the media collections via fiber-optic technology, connecting over 40 classrooms, laboratories, and conference rooms. Media Services operates the Videoconferencing Lab, a network of wireless laptops for use in the Library, and oversees the Center for Excellence in Learning Technology, which assists faculty in using technology to promote better learning.

The Bertha Harris Women’s Center
Building 2N, Room 106
Director: Associate Professor Catherine Lavender
The Bertha Harris Women’s Center promotes the education and personal growth of women students and the men who support their concerns. It encourages a confidential support network among students and faculty and serves as a conduit of information about counseling and other resources available to women both on campus and in the broader communities of Staten Island and New York City. The Bertha Harris Women’s Center raises awareness about issues important to women and encourages community service by CSI students at organizations that serve women on campus, on Staten Island, and in New York City. In response to needs and interests voiced by students each semester, The Women’s Center organizes student activities, panels, and speakers on a variety of topics and other events. Visit us in Building 2N, room 106 or on the Web at www.csi.cuny.edu/womenscenter.

The Writing Center
Building 2S, Room 216
Director: Robert Brandt
The Writing Center is under the supervision of the Department of English. The Center provides assistance to students who need to enhance their reading and writing skills. Instructors from any discipline may refer students to The Writing Center, or students themselves may choose to visit it and make appointments to work with tutors. Tutors do not edit papers or do homework assignments for students, but help them to work on the skills they need to develop. The Writing Center serves students for whom English is a first or second language.

Division of Student Affairs
South Administration Building (1A), Room 301
Vice President, Jennifer S. Borroro, J.D.
718.982.2335
The Division of Student Affairs at the College of Staten Island supports and enriches the student learning experience and helps to create a positive campus experience for students. The Division facilitates access to a high quality education and engages students by providing learning opportunities and services that support and guide students in developing and achieving their academic, career, and personal goals. As an integral part of their services, offices throughout the Division systematically provide students with co-curricular opportunities that support both student success and the institution’s mission and strategic plan. Each area within the Division plans, implements, and assesses practices and programs to ensure the highest level of service. The Division is here to support each student in realizing the goal of becoming a CSI graduate!

Reporting to the Vice President for Student Affairs and Alumni Engagement are:
Center for Career and Professional Development
Center for Student Accessibility Counseling
The Campus Center

Building 1C, Room 201

The Campus Center draws together all members of the College of Staten Island community. It is a shared space for students, faculty, staff, alumni, and guests. While each of these groups is important, the students are at the heart of the Campus Center’s mission, to provide a diverse, inclusive and safe place. By providing a welcoming and safe environment, students are able to engage with one another and share their experiences with one another. The Campus Center promotes an understanding and appreciation of the diversity of the College of Staten Island and of the world at large. The Campus Center is comprised of many operating areas and offices. Our public areas include the Green Dolphin Lounge, West Dining Room, and Rotunda—all on the main level of the building. On the second floor, the Campus Center offers students the opportunity to play games in the Game Room, meet quietly and socialize in the Quiet Games Room or watch a movie in the Bijou Theatre. Student organization offices including student publications, the Campus Activities Board (CAB), NYPIRG, and Student Government are also located on this floor. Students can find many services offered in the Campus Center. Offices include:

- CSI Association
- CSI Auxiliary Services
- The Bookstore
- The Multi-Faith Center
- The Veterans’ Resource Center
- WSI-88.9 FM
- Dining Services
- Health & Wellness Services
- Student Government
- Student Life Involvement Center and Campus Activities Board
- Virtual Reality Lab
- LGBTQ Resource Center
- Office of Student Life

These offices assist the College community in many different ways. Each area offers students the opportunity to help shape campus life through programs and services. The Campus Center also offers students the only location to rent lockers anywhere on campus. For more information, please contact the Office of Student Life, at 718.982.3088 or Building 1C, Room 201.

Leadership and Civic Engagement

Building 1C, Room 201

Leadership and Civic Engagement at CSI is about preparing our students to take on Leadership Roles here at CSI and beyond and to educate our students on the importance of becoming informed citizens committed to serving and strengthening their communities. From our Volunteer Opportunities, Emerging Leadership Program to our Executive Leadership Training and Leadership Retreats, just to name a few, the Office of Student Life supports students in their leadership development and provides many opportunities for students to identify their leadership paths. We believe that leadership is a purposeful and collaborative process that leads to social change. Leadership, according to the Social Change Model of
Leadership Development, is incorporated into all of our work so that every student gains valuable skills and experiences that will help them to succeed, not only here at CSI, but in life. In addition, numerous co-curricular programs also exist for those students who desire additional skills development. For more information, please contact the Office of Student Life at 718.982.3119.

National Society of Leadership and Success (NSLS) Building

Building 1C, 201

CSI hosts a chapter of the National Society of Leadership and Success (NSLS), the nation's largest leadership honor society. Students are selected for membership based on their academic standing. Candidacy is a nationally recognized achievement of honorable distinction. The NSLS provides a step-by-step program for members to build their leadership skills through participation in workshops. Membership offers access to benefits including scholarships and awards, exclusive on-campus events, employer recruitment through an online job bank, and discounts on computers, textbooks, grad school prep courses, insurance and much more. For more information about the NSLS, Leadership or Civic Engagement Programs, please contact the Office of Student Life at 718.982.3119.

The LGBTQ Resource Center

Building 1C, Room 226

The Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Resource Center is committed to improving the educational environment for LGBTQ students, faculty, staff, administrators and alumni by providing a safe space for LGBTQ community members and allies at College of Staten Island. The Center is dedicated to educating the campus community about the LGBTQ+ population and how the CSI Community may become better allies. For more information, please contact the Office of Student Life at 718.982.3091.

The Center for Career and Professional Development

Building 1A, Room 105
Director: Caryl Watkins

The Center for Career and Professional Development provides a network of on-campus and virtual career skill building opportunities through career exploration, individualized career planning, internship and employment advisement, participation in experiential and service learning programs, engaged educational activities, the Career Success Academy Cohort-model Program, and other career-oriented special opportunities. Center Services include:

- Career and Internship Advisement including scheduled, walk-in and group appointments for internship search and resume development.
- Career Information and Exploration using HETS
- Employment Consultation including competency-based interviewing assistance.
- Experiential education through the CUNY Cultural Corps program.
- Four year individualized career planning through the “Career Success Academy” Cohort model Program.
- Engaged Educational Activities.
- Round the clock virtualized career planning and development through Accenture “Skills to Succeed” Academy.
- On Campus Recruitment events including Career Fairs, Meet and Greet Recruiter Tabling, Employer Series Workshops, and Career “Pop-Up” Events in every department.
- On-line CLUE Program on a variety of career and internship/job preparation topics as well as other virtualized career services.
- “Careers 24/7” our online career services database that provides comprehensive career readiness information, resume and cover letter development, internship and job placement resources, and access to on campus recruitment around the clock.
- One credit SPD “Are You Career Ready” Course.

Children’s Center

Building 2R

The Children's Center is sponsored by the CSI Association and provides early education and childcare services for students who may be attending classes, working, participating in other school-related activities, or who need personal time. The Center is funded through the Student Activity Fee; city, state, and federal grant money; and parent fees. For further information please call 718.982.3190 or visit www.csi.cuny.edu/childcare.

Clubs and Organizations

The CSI Student Government and the Office of Student Life charter and recognize student clubs. Any group of students with a common interest may request a charter for a student club from the Office of Student Life, Students
may also join any of the existing groups that receive recognition each year. Members of clubs associate around a broad range of interests and affinities. Students organize over 40 clubs with common interests rising from academic studies, social commitments, or personal values. Sports-related clubs file for a charter initially with Student Government before applying for funding from the Intramural and Recreation Program. For more information, please contact the Office of Student Life at 718.982.3268.

**College of Staten Island Association, Inc.**

The College of Staten Island Association, Inc. is a non-profit corporation that administers student activity fees collected from students enrolled at the College. These fees, which are earmarked for particular purposes, are used to provide a wide range of programs, services and activities for students attending the College aimed at supporting, enhancing and complementing their academic experience while encouraging them to get involved in campus life. The Association is governed by a board of directors comprised of the President of the College or their designee, six students and up to three student alternates, two faculty and up to two faculty alternates, two administrators and two independent directors. The board of directors is responsible for review of all student activity fee-funded budgets to ensure that they conform with the expenditure categories set forth in University bylaws, and as to whether any items are inappropriate, improper or inequitable.

**Counseling Center**

Building 1A, Room 109

The Counseling Center provides personal and academic counseling services for students at the College of Staten Island. Students are given the opportunity to explore issues that can help them to achieve success. Professionally trained counselors provide individual and group counseling to address various issues that affect academic performance and experiences in college and one's personal life. With a few legal exceptions, counseling is a confidential process. Personal counseling is designed to help students address concerns, come to a greater understanding of themselves, and develop effective strategies for dealing with life's challenges. Academic counseling assists students with maximizing their academic performance. Counselors help students with a variety of issues that affect academic success such as test anxiety, time management, study strategies, and concentration.

**Center for Student Accessibility**

Center for the Arts (1P)

The Center for Student Accessibility has the responsibility for providing reasonable accommodations and services to students with a documented disability. The Center also serves as a resource for faculty and staff in their work with CSI students with disabilities. To qualify for services, students must submit documentation to the Center and request services. All documentation is kept confidential and should be submitted directly to the Center. Services include pre-admissions counseling and accessibility information, advisement, priority registration, and testing accommodations. Assistive technology software, scientific calculators, audio recorders, and assistance in facilitating the use of alternate formats are also available. The Resource Center for the Deaf serves the specific needs of deaf and hard of hearing students providing interpreters and CART services to students who are hard-of-hearing. Interpreters are available for academic advisement, conferences with professors, and other College business. The College's policy for students with disabilities conforms to federal guidelines and the Center offers services mandated by federal and state law. All students with disabilities are encouraged to use the services of the Center. Services are also available to students who have a temporary disability.

**Student Conduct and Services Specialist**

Building 1A, Room 301

Reporting to the Executive Director of Student Services/Dean of Students in the Vice President for Student Affairs Office, the Student Conduct and Services Specialist serves as a community resource on matters of student conduct for all campus constituents. The Student Conduct and Services Specialist reviews and investigates incident reports and other alleged policy violations by students in accordance with Article 15 of the CUNY Bylaws (Standards of Conduct and Student Disciplinary Procedures) and article 129-A of the Education Law (Henderson Rules). The Conduct Specialist serves on the Student Concerns Committee and is a member of the Campus Assessment Referral and Evaluation System (CARES) Team and provides follow-up and case management as appropriate.

**Campus Activities Board (CAB)**

Building 1C, Room 212B

The Campus Activities Board is a student programming board that allocates a designated portion of the Student Activity Fee for social, cultural, and educational programs. The board develops programs that create engagement opportunities for CSI students. The planning and decision making process is one in which students learn many skills, especially those related to event management, fiscal responsibility, marketing and assessment. CAB is known for their annual fall and spring carnivals, daily film series, annual trips to Fright Fest and Dorney Park and much more. Follow them on social media @CSICAB. For more information, please contact the Office of Student Life at 718.982.2816.
Publications

Students at CSI publish a biweekly newspaper, The Banner; a Self-Help magazine, Brainbow; a Science magazine, The Catalyst; an LGBTQ magazine, QUEER-Zine; a business magazine, Get Down to Business, and a Psychology journal, Contemporary Psychology. Publications are funded by Student Activity Fees allocated through the Publication Board. Students interested in participating in the production of these publications as writers, photographers, editors, or layout artists, or in starting new publications are invited to visit or contact the publications’ offices or the Office of Student Life at 718.982.3088.

Student Life

Campus Center 1C, Room 201

The Office of Student Life is dedicated to creating learning experiences that complement academic pursuits, support holistic student development and foster an engaging campus community. The Office of Student Life is always available to help students make a connection to the CSI community and enhance their educational experience. Students can stop by the Campus Center (1C), room 201, to get involved in student life at CSI. The office serves the entire population of CSI by providing leadership development opportunities, advisement to clubs, organizations and publications including Student Government, the Campus Activities Board, WSIA-FM and through management of the Campus Center. The Office of Student Life provides a variety of services and programs including coordination of student leadership programs and civic engagement initiatives, publication of the student handbook, The Gazetteer and through implementation and coordination of a diverse calendar of student events. The telephone number is 718.982.3088.

Student Government

Building 1C, Room 207

The College of Staten Island Student Government is comprised of 25 representatives (President, Vice President and Senators) elected by the student body each spring semester. Organized into commissions with specific mandates (e.g., Academic and Curricular Affairs; Campus Center and Student Facilities; Clubs; Elections; Finance; Part-Time, Evening, and Weekend Students; Student Accessibility and Veterans Affairs and Student Services). Student Government represents student interests to the administration and faculty of the College and serves as an advocate for student ideas and concerns. The Student Government charters and funds student clubs and organizations, coordinates student elections, allocates a designated portion of the Student Activity Fee towards scholarships, academic funds, social events and various initiatives to benefit the student body and advises the College on the utilization of Campus Center space to serve students in their co-curricular activities. Student Government senators serve as representatives of the student body on numerous planning and decision making committees alongside faculty and members of the CSI administration. The Office of Student Government is located in the Campus Center, Building 1C, Room 207, and can be reached at 718.982.3082.

Health and Wellness Services

Campus Center (1C), Room 111

Health and Wellness Services provides high quality, cost-effective health care and wellness programs in order to promote health and support academic success. Services available to all students include urgent care and sick visits, physical exams to meet program requirements, immunizations, reproductive and sexual health care, nutrition counseling, and health education. All care and treatment are confidential. Health & Wellness offers educational programs and events and maintains a Peer Education Program. Part of this area, the CSI Alcohol & Drug Prevention Program, funded through a NYS OASAS grant, aims to prevent alcohol and substance use/misuse. Programs and services are offered at no cost to students and are partially funded by Student Activity Fees. Health & Wellness Services can be reached at 718.982.3045 and is located in the Campus Center, Building 1C, Rooms 111 and 112.

Veterans Support Services

Building 1C, Room 216

Veterans Support Services (VSS) was established to more effectively assist and respond to the needs of students who have served in the Armed Forces as well as their families. VSS works closely with departments across campus and community veteran organizations providing referrals and information as needed to ensure that each student remains well informed of the services available to them. The Veterans Support Services Lounge holds computers, printers, and a library of educational and reference materials, and includes a television; all entirely accessible to all CSI student veterans. VSS offers an environment conducive for study, delivering tutoring services, or, a place to connect with other vets and just relax between classes. Veterans Support Services’ mission is to facilitate a smooth transition from military life to the college experience by providing veterans a strong support system. For more information, please visit 1C-216 or call 718.982.3093.

WSIA - 88.9 FM

Campus Center 1C, Room 106

WSIA 88.9 FM is Staten Island’s only FM radio station and broadcasts on 88.9 FM. The station is licensed to the college but fully staffed by student volunteers working under the guidance of professional staff. Station
programming emphasizes diverse and creative music, local news, public service, and Staten Island sports. Students who are interested in working as DJs, newscasters, sportscasters, and engineers or just becoming better leaders and making friends can visit the studio to fill out an application or call 718.982.3050 for more information.

Center for the Arts
Center for the Arts 1P, Room 116
Director, John Jankowski

The Center for the Arts contains, in the instructional wing, the Department of Performing and Creative Arts, the Department of Media Culture, studios, performance and rehearsal spaces, a screening room, a studio theater, film and video production facilities, and laboratories for communications and graphics. The workshops include facilities for print making, painting, sculpture, photography, electronic music, and recording.

The Center for the Arts is home to the Clara and Arleigh B. Williamson Theatre, a 430-seat proscenium-stage theater; the 893-seat Concert Hall; the 150-seat Recital Hall; the 150-seat Lecture Hall; the 150-seat Lab Theatre for student productions; the CFA Atrium; the Conference Room; the Art Gallery, for major exhibitions; and the Student Art Gallery. Each academic year, the CFA presents a full schedule of innovative performing and visual arts public programming that features guest artists, CSI arts faculty, and CSI art students. The CFA also administers a theater rental program open to the Staten Island community.

Email Accounts

The Office of Technology Systems will generate a College email/computer login account for all currently registered students. If you have any questions or forget your password after changing it, come to the Library (1L), Room 204. A validated student ID card is required. For more information, please call 718.982.4080, visit www.csi.cuny.edu/cix/index.php and click on the appropriate links, or visit www.csi.cuny.edu/currentstudents and select the link “Look up CSI's email & Login ID to access CSI's computers.”

Intercollegiate and Intramural Athletics

CSI fields women's and men's teams in competition throughout the East Coast, primarily in the New York/New Jersey metropolitan area. Team and individual sports include men's and women's cross-country, basketball, swimming, tennis, and soccer; men's baseball; and women's softball and volleyball. The College is a member of the National Collegiate Athletic Association (NCAA Division III), the Eastern College Athletic Conference (ECAC), and The City University of New York Athletic Conference (CUNYAC). The intercollegiate athletic program is supported by funding from the CSI Association.

To be eligible for intercollegiate competition, a student must be matriculated as a full-time student. The following criteria must also be met.

1. Proof of good health; physician's examination and review by CSI medical staff;

2. Good Academic Standing - Incoming students must meet the CSI Index for baccalaureate eligibility. For continuing student-athletes having acquired over 12 credits, good academic standing is defined as a minimum 2.0 cumulative Grade Point Average.

3. Maintenance of satisfactory progress toward completion of a bachelor's degree. For continuing student-athletes, this requires successful completion of a minimum of eight credits in the semester previous to the semester of competition in order to meet satisfactory progress requirements. For two-semester sports (Basketball, Swimming and Diving), this requires successful completion of a minimum of eight credits during each semester. Students completing less than eight credits in a required semester who can show good cause may appeal to the committee on student athlete appeals one time during their collegiate playing career.

The recreational and intramural sports program provides opportunities for all students, staff, and faculty to participate in individual and team sports, including competitive, non-competitive, and recreational.

Sports and Recreation Center

Building 1R

The Sports and Recreation Center houses a full range of facilities and equipment for individual and team sports and games: a gymnasium with seating capacity for 1,200 spectators, an auxiliary gymnasium, two fitness rooms, racquetball courts, and a 23-meter pool. Outdoor facilities include a track, tennis courts, and ball fields.
Graduate Programs of Study

Accounting (MS)

Lucille and Jay Chazanoff School of Business, Building 3N, Room 235
Founding Dean, Susan Holak, BS, MPhil, PhD

Program Coordinator:
Professor John Sandler
Building 3N, Room 238
Telephone: 718.982.2921
Email: john.sandler@csi.cuny.edu

The College of Staten Island offers a program leading to the degree of Master of Science in Accounting. Designed to provide accounting students with specialized knowledge in a critical area of accounting while also providing them with a broader understanding of the business environment and enabling students to meet the 150 credit requirement for CPA licensure.

The School of Business also offers Baccalaureate degrees in Accounting, Business (with concentrations in Finance, International Business, Management, and Marketing), and Economics (with concentrations in Business, and Finance). Graduates in all of these disciplines are potential candidates for the Master’s degree program in Accounting.

Accounting Admission Requirements

- A graduate Accounting Steering Committee comprised of the Program Coordinator and Area Coordinators from Accounting, Finance, International Business, Management, and Marketing will determine admissions using the following criteria:
  - Baccalaureate degree in Accounting or a related field such as Business or Economics. Potential students may apply after taking proficiency courses.
  - Letter of intent
  - Overall Grade Point Average (GPA) of 3.0 or higher.
  - Graduate Management Admissions Test (GMAT).
  - CSI graduates who have a GPA of 3.2 or higher in their accounting or business pre-major and major are exempt from taking the GMAT.
  - The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam is required of students for whom English is a second language. The minimum score required for TOEFL is 600 (paper), 250 (Computer), or minimum score of 79 (Internet). The minimum score for the IELTS exam is 6.5 (overall band).
  - Two letters of recommendation from instructors or employers. One letter, whenever possible, should come from a current or former employer.
  - All applicants must demonstrate proficiency in business fundamentals and in-depth knowledge of accounting by having completed the following undergraduate coursework before starting the MS:
    - Seven courses in Accounting (including introductory, intermediate, and cost accounting, taxation, and auditing)
    - Two courses in Business Law (including the law of contracts, sole proprietorships, partnerships, and corporations)
    - Two courses in Finance (including managerial finance)
    - One course in Communications (may be a communications course or a business course with a strong emphasis on business presentations)
    - One course in computer fundamentals (i.e. MS Windows, Office, Internet skills)
    - Two courses in Economics (microeconomics and macroeconomics)
    - Two courses in quantitative methods (minimum of pre-calculus and statistics)
    - One course in Management
    - One course in Marketing
    - Applicants may substitute a passing score on the CLEP examination for any of the proficiency requirements.
    - The Admission Committee may request an interview
  - Two letters of recommendation from instructors or employers. One letter, whenever possible, should come from a current or former employer.
  - All applicants must demonstrate proficiency in business fundamentals and in-depth knowledge of accounting by having completed the following undergraduate coursework before starting the MS:
    - Seven courses in Accounting (including introductory, intermediate, and cost accounting, taxation, and auditing)
    - Two courses in Business Law (including the law of contracts, sole proprietorships, partnerships, and corporations)
    - Two courses in Finance (including managerial finance)
    - One course in Communications (may be a communications course or a business course with a strong emphasis on business presentations)
    - One course in computer fundamentals (i.e. MS Windows, Office, Internet skills)
    - Two courses in Economics (microeconomics and macroeconomics)
    - Two courses in quantitative methods (minimum of pre-calculus and statistics)
    - One course in Management
    - One course in Marketing
    - Applicants may substitute a passing score on the CLEP examination for any of the proficiency requirements.
    - The Admission Committee may request an interview

Graduate Course Double Counting Policy

The undergraduate students satisfying the following criteria may be granted permission to take up to three graduate courses (to fulfill their 400 level elective requirements) at undergraduate tuition to be counted towards their bachelor’s degree. These graduate courses will be double-counted toward their master’s degree. This allows students to earn both the bachelor’s and the master’s degrees in five years.

Criteria:

1. Current enrollment in bachelor’s degree in Accounting, Business, or Economics at the College of Staten Island and successful completion of three years of study with 90 or more earned credits.
2. Cumulative GPA 3.3 or above.
3. Two letters of recommendation, at least one from a full-time College of Staten Island Business School faculty under whom the applicant has studied.
4. Permissions from the course instructor, the coordinator of the graduate program, and the department chairperson.

5. Application for admission and conditional acceptance into the Business Management graduate program.

6. All graduate courses in the MS in Accounting can be taken as double-counting courses.

**Accounting Degree Requirements**

Students in the Master’s degree program in Accounting are required to take 30 credit hours, or ten courses at three credits each, at the graduate level. Most students will have satisfied prerequisites in Accounting, Communications (through a communications course or through business classes with major presentation requirements such as upper-level courses in management and marketing), computer fundamentals (one course equivalent to BUS 150), Economics (two courses equivalent to microeconomics and macroeconomics) and quantitative methods (minimum of pre-calculus and statistics) as undergraduates. With prerequisites satisfied, all students are required to take four core courses:

**Core Courses**

- **FNC 600** Financial Management 3
- **MGT 600** The Administrative Process 3
- **MGT 605** Business, Government, and Society 3
- **MKT 600** Strategic Marketing Management 3

*These courses, as well as later courses, may involve case studies, computer simulations, formal presentations and projects, and exploring the Internet. Once these core courses have been completed, students are required to take five advanced courses:*

**Advanced Courses**

- **ACC 725** Forensic Accounting 3
- **ACC 730** Accounting/Management Information Systems 3
- **ACC 750** Accounting Research Course 3
- **FNC 740** Financial Statement Analysis 3
- **MGT 770** Managerial Decision Making and Applications 3

*The capstone course, Managerial Decision Making and Applications, involves a comprehensive and integrative approach to managing an organization over time through computer simulation. There is a significant quantitative and financial aspect to the course complemented by a qualitative analysis of business policy and strategy over time. While not a thesis per se, a significant written assignment is required at the culmination of the course in addition to smaller papers during the term. This capstone course is comparable to those offered at many business schools worldwide. It is a very rigorous experience designed to bolster the program’s intent of training decision makers.*

**In addition, students will select one course from the following:**

- **ACC 740** Tax Strategies and Business Decisions 3
- **ACC 760** Government and Not-For-Profit Accounting 3
- **BUS 720** Global Business Strategy Abroad: Focusing on a Foreign-Based Firm 3
- **FNC 740** Financial Planning 3
- **MGT 710** Leadership and Organizational Effectiveness 3
- **MGT 720** Global Business Strategy 3
- **MGT 730** Strategic Human Resource Management 3
- **MGT 790** Seminar in Contemporary Business Topics 3
- **MGT 820** Intellectual Property Management 3
- **MKT 730/MGT 735** Business-to-Business Marketing 3
- **BDA 651** Computational and Statistical Methods for Business and Economics 3
- **BDA 761** Big Data Management in a Supercomputing Environment 3
- **BDA 762** Analysis Techniques for Large-Scale Data-Spatial Statistical Techniques 3
- **BDA 763** Forecasting for Managers and Researchers 3
- **BDA 764** Research Project in Large-Scale Data 3
- **BDA 765** Seminar in Big Data - Current Topics 3

Subtotal: 30

The advanced courses in accounting and finance provide an in-depth understanding of investigative accounting. They blend knowledge of accounting information systems, accounting research, forensic accounting, and financial statement analysis to understand how to conduct detailed investigations of accounting activity and to strengthen the integrity of accounting systems.

The core courses provide students with a broader understanding of the other major business disciplines (management, marketing and finance), as well as the norms of ethics and social responsibility that influence accounting decisions and outcomes.

The degree will also enable students to meet the 150 credit requirement for CPA licensure while providing students with the broader perspective now emphasized by the accounting profession.

**Adolescence Education (MSEd)**

Program Administrator:
Diana Brescia  
Building (3S), Room 221A  
Telephone: 718.982.3877  
Email: diane.brescia@csi.cuny.edu  

Sequence 1: This sequence is designed for students who have completed the required coursework for initial certification in a subject area in Adolescence Education (i.e., biology, English, mathematics, or social studies). Upon satisfactory completion of the program, students will have met the academic requirements for professional certification in a subject area in Adolescence Education.

Sequence 2: This sequence is designed for students who wish to become secondary education teachers in biology, English, mathematics, or social studies but have not completed the coursework required for initial certification. Upon satisfactory completion of the program, students will have met the academic requirements for initial certification in a subject area of Adolescence Education.

Admission Requirements

For Sequence 1, candidates must have completed the courses required for a New York State initial certificate to teach in their area of specialization at the secondary (adolescence) level. A copy of the certificate must be submitted to the College. Candidates must also possess the baccalaureate degree in an appropriate major with a grade point average (GPA) at or above 3.0. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For Sequence 2, candidates must possess the baccalaureate degree in an appropriate major, or 32 approved academic credits in an appropriate subject area, and an overall grade point average (GPA) at or above 3.0. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For both sequences, applicants whose GPAs fall below the required minimums may submit a letter of appeal to the admissions committee; however, such appeals will be granted only under extraordinary circumstances. Applicants appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts and science courses, as prescribed by the program coordinator, in which they must earn grades no lower than 2.7 (B-).

Applications for Sequences 1 and 2 are accepted for fall and spring semesters. All applications must include two academic or professional letters of recommendation and a one- or two-page personal statement that discusses the academic, teaching, and/or work experiences that have led and prepared the applicant to pursue graduate study in education.

Degree Requirements

Sequence 1 consists of a minimum of 33-38 graduate credits distributed among 11 courses in the categories listed below.

Sequence 2 consists of a minimum of 46-53 graduate credits in the categories listed below. In both sequences, students are required to complete an acceptable educational research project, which is carried out under faculty supervision in EDD 630 and EDD 631.

Credit Distribution for Sequence 1

1. Required Areas of Study (27-32 credits)

   Educational Psychology: One course from the following:
   
   EDD 611 Advanced Educational Psychology 3
   EDD 615 Developmental Psychology: Adolescence 3

   Social Foundations of Education: One course from the following:
   
   EDD 606 History of Urban Education in the United States 3
   EDD 616 Comparative and International Education 3
   EDD 624 Multiethnic Approaches to Teaching 3
   EDD 643 Sociology of Schools 4

   Education of Students with Special Needs
   
   EDP 622 Classroom Management in Special Education and Inclusive Classrooms 3
   EDP 627 Assessment for Instruction in Special Education and Inclusive Classrooms 3

   Disciplines and Pedagogy: Six courses

   One course from the following:
   
   EDS 691 Advanced Studies in Teaching Secondary School Social Studies 3
   EDS 692 Advanced Studies in Teaching Secondary School English 3
   EDS 693 Advanced Studies in Teaching Secondary School Mathematics 3
   EDS 694 Advanced Studies in Teaching Secondary School Science 3
One elective course in liberal arts and sciences or in education

In addition, within their area of specialization, students must take the following:

Mathematics or biology: four courses in area of specialization

English or social studies: EDS 654 Reading in the Content Areas and three courses in area of specialization

2. Capstone Sequence: Inquiry in Education (6 credits)

EDD 630 Educational Seminar I 3
EDD 631 Educational Seminar II 3

Subtotal: 33-38

Credit Distribution for Sequence 2

1. Core Courses (13 credits)

EDD 602 Studies in Urban and Metropolitan Education 3
EDD 610 Adolescent Development and Learning 3

One course from the following:

EDS 615 The Secondary School Curriculum in the Social Studies 4
EDS 616 The Secondary School Curriculum in English 4
EDS 617 The Secondary School Curriculum in Mathematics 4
EDS 618 The Secondary School Curriculum in Science 4

One course from the following:

EDS 601 The Pedagogy of Secondary School in the Social Studies 3
EDS 602 The Pedagogy of Secondary School in English 3
EDS 603 The Pedagogy of Secondary School in Mathematics 3
EDS 604 The Pedagogy of Secondary School in Science 3

2. Advanced Courses (24-28 credits)

Teaching Students with Special Needs:

EDP 660 Teaching Students with Special Needs 3

Foundations of Education: One course from the following:

EDD 606 History of Urban Education in the United States 3
EDD 611 Advanced Educational Psychology 3
EDD 615 Developmental Psychology: Adolescence 3
EDD 616 Comparative and International Education 3
EDD 643 Sociology of Schools 4

Disciplines and Pedagogy: 18-22 credits

EDS 654 Reading in the Content Areas 3

One course from the following:

EDS 691 Advanced Studies in Teaching Secondary School Social Studies 3
EDS 692 Advanced Studies in Teaching Secondary School English 3
EDS 693 Advanced Studies in Teaching Secondary School Mathematics 3
EDS 694 Advanced Studies in Teaching Secondary School Science 3

Four courses from the following:

Content area courses in either biology, English, history, or mathematics

EDD 642 New Media of Instruction 3

3. Field-based Courses: One of the following alternatives: (3-6 credits)

EDS 609 Teaching Practicum I in Secondary Education AND
EDS 610 Teaching Practicum II in Secondary Education OR
EDS 611 Student Teaching in Secondary Education 6

4. Capstone Sequence: Inquiry in Education (6 credits)

Both of the following:

EDD 630 Educational Seminar I 3
EDD 631 Educational Seminar II 3

Subtotal: 46-53

Doctorate of Nursing Practice (DNP), Adult-Gerontological Health

School of Health Sciences
Dean: Marcus Tye, PhD
Building 5S, Room 212
Telephone: 718.982.3690

Program Coordinator:
Professor Catherine Paradiso
Building 5S, Room 213
718.982.3838
catherine.paradiso@csi.cuny.edu

The Department of Nursing offers programs leading to the Doctor of Nursing Practice, Adult-Gerontological Health. The Doctor of Nursing Practice (DNP) degree programs have two options: Clinical Nurse Specialist (CNS) and Nurse Practitioner (NP). Students in the two degree programs take many of the same courses but focus their course assignments, competency development and clinical hours on the role of choice. Clinical Nurse Specialists work within the spheres of direct care, nursing...
personnel, and organizations/networks. Nurse Practitioners work as primary care providers in the adult and gerontological populations.

Restructuring of healthcare organizations and initiatives surrounding healthcare reform have created new roles for advanced practice nurses, especially those with doctoral level preparation.

The DNP program is designed to meet health care workforce needs and to provide education at the highest level of clinical nursing practice. The curriculum is based on the Eight Essentials of DNP Practice:

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation’s Health
8. Advanced Nursing Practice

The program requirements are consistent with the Core Practice Doctorate Clinical Nurse Specialist (CNS) competencies published by the National Association of Clinical Nurse Specialists, the Nurse Practitioner (NP) competencies published by the National Organization of Nurse Practitioner Faculties, and the Adult-Gerontological Primary Care Nurse Practitioner Competencies and Adult-Gerontological Clinical Nurse Specialist Competencies published by the American Association of Colleges of Nursing. Nurses who successfully complete the programs are prepared to meet the needs of culturally diverse individuals, families, and communities and will have a competitive edge in the changing, complex environment of health care.

Graduates of the DNP programs are eligible for licensing through the New York State Office of the Professions State Education Department and for certification as specialists in adult-gerontological health nursing through the American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners (AANP).

Admission Requirements

Applicants should have a bachelor's degree with a major in Nursing from an accredited school or a bachelor's degree in another field, three years of appropriate full time clinical experience in Nursing (one year upon admission and two additional years prior to entering clinical practica) as determined by the doctoral nursing faculty, and completion of required nursing, science and mathematics courses.

A TOEFL score of 550 or higher is required for all students for whom English is a second language.

Applicants will be evaluated on an individual basis when all official transcripts and supporting documents have been received. Application deadline is March 23rd for Fall admission. Applicants will be notified by mail regarding their acceptance. Enrollment with matriculated status is contingent upon satisfaction of admission criteria.

Admission requirements for fully matriculated doctoral status:

1. Official baccalaureate transcript(s) documenting a cumulative grade point average of 3.0 on a 4.0 point scale in the nursing courses.
2. Evidence of successful completion of baccalaureate undergraduate courses (or comparable learning experiences approved by the Doctoral Admissions Committee) in nursing research, statistics, and health assessment/physical examination; community health nursing, leadership and management in nursing, general chemistry, and pharmacotherapeutics.
3. Two recommendation letters supporting the applicant’s potential for completing graduate studies; one must be from a current nursing supervisor or recent professor who can speak to clinical performance.
4. Recent Curriculum Vitae.
5. Current and unencumbered New York State RN License.
6. Personal Statement: Instructions: All doctoral degree applicants must answer 1-4. Your personal statement should be 500 words, 2 to 4 pages in length total, double spaced with one-inch margins, in 12-point font. We want to know more about you – your life and goals, your challenges and strengths, and the clinical path that you have chosen that has lead you to this point in your career.
7. Interview with admissions committee.

Personal Statement Questions:

1. Why have you decided to apply to this program?
2. How has advanced practice nursing impacted health care delivery in the USA?
3. What are your personal goals as a Doctor of Nursing Practice?
4. Describe an example from your nursing career where your clinical leadership fostered a successful outcome for one or more patient.
Advanced Standing Status
Applicants who have a Master’s degree in Nursing and are working as Nurse Practitioners can apply for Advanced Standing.
Applicants with a non-clinical Master’s degree will have prior credits evaluated through a full gap analysis by the admissions committee.
Advanced standing status applicants must submit:
1. Official Transcripts of Adult Gerontology Nurse Practitioner/Master’s Degree in Nursing documenting a cumulative grade point average of 3.0 on a 4.0 point scale.
2. Two recommendation letters supporting the applicant’s potential for completing graduate studies; one must be from a current nursing supervisor or recent professor who can address the applicant’s clinical performance.
3. Recent Curriculum Vitae.
5. Current licensure as an advanced practice nurse in New York State.
6. ANCC or AANP national certification.
7. Minimum of three years appropriate full-time clinical experience as a Registered Professional Nurse/Nurse Practitioner/Clinical Nurse Specialist as determined by the doctoral nursing faculty.
8. Personal Statement: Instructions: Doctoral degree applicants must answer 1-4. Your personal statement should be 500 words, 2 to 4 pages in length total, double spaced with one-inch margins, in 12-point font. We want to know more about you – your life and goals, your challenges and strengths, and the clinical path that you have chosen that has lead you to this point in your career.
9. Interview with admissions committee.

Personal Statement Questions:
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Applicants will be evaluated on an individual basis when all official transcripts and supporting documents have been received. Application deadline is March 23rd, 2020 for Fall admission. Applicants will be notified by mail regarding their acceptance. Enrollment with matriculated status is contingent upon satisfaction of admission criteria.

Requirements for Progression and Retention in all Graduate Programs in Nursing

Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained and to progress.

Progression: Students must achieve a grade of B in all graduate courses in order to progress. Students must provide verification of three years full-time appropriate clinical experience as a registered nurse in order to progress to the clinical courses.

Grades: For a grade lower than a B, the course must be repeated within one year. Students who do not obtain a passing grade in one course may repeat the course only once. Progression in the program cannot occur until the course is repeated successfully. Courses cannot be repeated more than once. Only one course can be repeated throughout the curriculum.

Withdrawals: No more than two (2) withdrawals are permitted throughout the curriculum. When a second withdrawal is requested, permission must be obtained from the Department Chair by requesting permission for the second withdrawal in writing. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual’s plan for success.

Academic Probation: Students whose GPA falls below 3.0 will be placed on academic probation, please see policy in Graduate Catalog and the Academic Policy of the College. Improvement of the GPA may require additional coursework. Students on academic probation are not permitted to progress to the clinical courses.

Dismissal: If the student fails any one of the advanced practice core (BIO 670, BIO/NRS 682, NRS 702) or role specialization courses (i.e. NRS 720, NRS 721, NRS 722, NRS 723, NRS 735, NRS 736, NRS 737) the student will be dismissed from the program.

Advisement
Each student admitted to the program will be provided academic guidance and career support. Students must meet with their advisor once a semester. Permission to register is granted during advisement.
Clinical Nursing Doctorate Degree Requirements

Clinical Nurse Specialist (CNS) Option: 75 credits
The program requires 75 credits with 1000 supervised hours toward development of clinical competencies for the adult-gerontological population with a specialty practice focus and implementation of an integrative practice project in the clinical setting. Students may attend on a full-time or part-time basis. Completion of the program requires a minimum of four years of full-time study; part-time study may take six years or more. Requirements include a nursing science, research and leadership core of 18 credits, an advanced practice core of 9 credits, specialty (CNS role) courses of 12 credits, doctoral core of 18 credits, six credits of elective courses, and the scholarly project of 12 credits.

Primary Care Nurse Practitioner (NP) Option: 75 credits
The program requires 75 credits with a minimum of 1100 supervised hours toward development of clinical competencies for primary care of the adult-gerontological population and implementation of a scholarly project. Students may attend on a full-time or part-time basis. Completion of the program requires a minimum of four years of full-time study; part-time study may take six years or more. Requirements include a nursing science, research and leadership core of 18 credits, an advanced practice core of 9 credits, specialty (NP role) courses of 12 credits, doctoral core of 18 credits, six credits of elective courses, and the integrative practice project of 12 credits.

Graduate Core (18 credits)
- NRS 700  Transcultural Concepts and Issues in Health Care  3
- NRS 701  Theoretical Foundations for Advanced Practice Nursing  3
- NRS 705  Health Organizations, Policy, Financing, and Ethics  3
- NRS 706/MTH 706  Applied Statistical Thinking and Methods in Health Research  3
- NRS 711  Health Care Program Development  3
- NRS 730  Evidenced Based Practice for Advanced Practice Nursing  3

Advanced Practice Core (9 credits)
- BIO 670  Pathophysiological Concepts in Health and Illness  3
- NRS 682  Advanced Pharmacology  3
- NRS 702  Advanced Health Assessment & Diagnostic Reasoning  3

Specialty (CNS Role) (12 credits)
- NRS 720  Advanced Practice Nursing with Adults in Community Settings Role Practicum: Adults in Community Settings  3
- NRS 722  Advanced Practice Nursing with Adults in Acute Care Settings  3
- NRS 723  Role Practicum: Adults in Acute Care Settings AND A minimum of 500 hours of supervised practice.

Specialty (NP Role) (12 credits)
- NRS 735  Primary Health Care I  4
- NRS 736  Primary Health Care II  4
- NRS 737  Primary Health Care III  4
AND A minimum of 600 hours of supervised practice.

DNP Core (18 credits)
- BIO 771  Principles of Epidemiology  3
- NRS 755  Applications of Leadership Models in Professional Practice  3
- NRS 756  Technological Integrations  3
- NRS 757  Professional Nursing Bioethics  3
- NRS 759  Clinical Finance & Management  3
- NRS 761  Advanced Therapeutics  3

DNP Capstone (12 credits)
- NRS 762  Integrative Practice Proposal (Scholarly Project I)  6
- NRS 763  Integrative Practice Application (Scholarly Project II)  6

Electives (6 credits)
- NRS  Electives

Subtotal: 75

Sample Full-Time Course Sequence

Fall Year One
- BIO 682  Advanced Pharmacology  3
- NRS 700  Transcultural Concepts and Issues in Health Care  3
- NRS 705  Health Organizations, Policy, Financing, and Ethics  3

Subtotal: 9

Spring Year One
- BIO 670  Pathophysiological Concepts in Health and Illness  3
- NRS 701  Theoretical Foundations for Advanced Practice Nursing  3
- NRS 702  Advanced Health Assessment & Diagnostic Reasoning  3

Subtotal: 9

Fall Year Two
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<td>Principles of Epidemiology</td>
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**Sample Part-Time Course Sequence**

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**Spring Year Six**

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Subtotal: 75

Adult-Gerontological Nursing: Clinical Nurse Specialist Practitioner (Post-Master's Advanced Certificate)

School of Health Sciences
Dean: Marcus Tye, PhD
Building 5S, Room 212
Telephone: 718.982.3690

Program Coordinator:
Professor Catherine Paradiso
Building 5S, Room 213
718.982.3838
catherine.paradiso@csi.cuny.edu

The Department of Nursing offers a Post-Master’s Advanced Certificate in Adult-Gerontological Health Nursing. The certificate prepares nurses who have Master’s degrees in Nursing to meet the requirements for certification as Adult-Gerontological Clinical Nurse Specialists of New York State and the American Nurses Credentialing Center.

Students in the certificate program take courses that focus on their course assignments and clinical hours as clinical nurse specialists in the adult-gerontological population from wellness through acute care and beyond.

Students who hold a Graduate Degree in Nursing who wish to receive a Post Masters Certificate as an Adult Gerontology Nurse Practitioner can apply to the Post Masters Certificate (PMC) program.

Admission Requirements
1. Graduate from an accredited program with a Master’s Degree in Nursing. Must have achieved an overall GPA of 3.0 with at least a grade of B in all Nursing courses.
2. Successfully completed at least statistics, nursing research, pathophysiology, pharmacology, advanced health assessment with a grade if B or higher. Possible transfer of these and the remaining courses will be reviewed individually through a full Gap Analysis conducted by members of the Admissions Committee. (see college policy on transfer of credits in the graduate program) Courses that have been taken more than 5 years ago may not be accepted for transfer.
3. Three professional letters of reference from supervisor who has had the opportunity to evaluate the applicants clinical practice.
4. Three years of clinical practice as determined by the admissions committee.
5. Well written Personal Statement
6. Interview with graduate admissions committee

Requirements for Progression and Retention in all Graduate Programs in Nursing

Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained and to progress.

Progression: Students must achieve a grade of B in all graduate courses in order to progress. Students must provide verification of three years full-time appropriate clinical experience as a registered nurse in order to progress to the clinical courses.

Grades: For a grade lower than a B, the course must be repeated within one year. Students who do not obtain a passing grade in one course may repeat the course only once. Progression in the program cannot occur until the course is repeated successfully. Courses cannot be repeated more than once. Only one course can be repeated throughout the curriculum.

Withdrawals: No more than two (2) withdrawals are permitted throughout the curriculum. When a second withdrawal is requested, permission must be obtained from the Department Chair by requesting permission for the second withdrawal in writing. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual’s plan for success.

Academic Probation: Students whose GPA falls below 3.0 will be placed on academic probation, please see policy in Graduate Catalog and the Academic Policy of the College. Improvement of the GPA may require additional coursework. Students on academic probation are not permitted to progress to the clinical courses.

Dismissal: If the student fails any one of the core (BIO 670, BIO/NRS 682, NRS 702) or role specialization courses (i.e. NRS 720, NRS 721, NRS 722, NRS 723, NRS 735, NRS 736, NRS 737) the student will be dismissed from the program.

Certificate Requirements
Based on the Admission Committee Gap Analysis, the minimum requirements are:

<table>
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<tr>
<td>NRS 720</td>
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<td>NRS 721</td>
<td>Role Practicum: Adults in Community Settings</td>
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<tr>
<td>NRS 722</td>
<td>Advanced Practice Nursing with Adults in Community Settings</td>
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Graduate Programs of Study

NRS 723 Adults in Acute Care Settings 3
Role Practicum: Adults in Acute Care Settings
A minimum of 500 hours of supervised practice.

Subtotal: 12

Adult-Gerontological Health Nursing (MS)
School of Health Sciences
Dean: Marcus Tye, PhD
Building 5S, Room 212
Telephone: 718.982.3690

Program Coordinator:
Professor Catherine Paradiso
Building 5S, Room 213
718.982.3838
catherine.paradiso@csi.cuny.edu

The Department of Nursing offers programs leading to the Master of Science (MS) in Adult-Gerontological Health Nursing. The MS degree programs have two options: Clinical Nurse Specialist (CNS) and Nurse Practitioner (NP). Students in the two degree programs take many of the same courses but focus their course assignments, competency development and clinical hours on the role of choice— as clinical nurse specialists to work with the adult and gerontological populations within the spheres of direct care, nursing personnel, and organizations/networks or as primary care nurse practitioners to work with the adult and gerontological populations to promote health, prevent disease, and manage the care of individuals, their families, and communities.

These programs are designed to meet health care workforce needs and to provide opportunities for graduate-level education. The program requirements are consistent with the Clinical Nurse Specialist (CNS) competencies published by the National Association of Clinical Nurse Specialists, the Nurse Practitioner (NP) competencies published by the National Organization of Nurse Practitioner Faculties, and the Adult-Gerontological Primary Care Nurse Practitioner Competencies and Adult-Gerontological Clinical Nurse Specialist Competencies published by the American Association of Colleges of Nursing. Nurses who successfully complete the programs are prepared to meet the needs of culturally diverse individuals, families, and communities and will have a competitive edge in the changing environment of health care.

Restructuring of health organizations has created new roles for nurses, especially those with master’s-level preparation.

Graduates of the Master’s programs, both the Clinical Nurse Specialist and Primary Care Nurse Practitioner roles, are eligible for certification as specialists in adult-gerontological health nursing through the American Nurses Credentialing Center (ANCC) and other certifications offered by ANCC and nursing specialty organizations. Graduates of the CNS option are also eligible for certification through the American Association of Critical Care Nurses (AACN) for the ACCNS-AG certification. Graduates of the CNS and NP option are also eligible for licensing and/or certification from New York State Education Department-Office of the Professions.

All advanced practice nurse programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, Phone: 404.975.5000, Fax: 404.975.5020, Email: info@acenursing.org, Web: www.acenursing.org

The Clinical Nurse Specialist program has been approved by the American Association of Critical Care Nurses (AACN).

All advanced practice nurse programs have pending approval from the American Nurse Credentialing Center (ANCC), a subsidiary of the American Nurses Association (ANA).

Admission Requirements

Applicants should have a bachelor’s degree with a major in Nursing from an accredited school or a bachelor’s degree in another field, three years of appropriate full-time clinical experience in nursing as determined by the graduate nursing faculty, and completion of required nursing, science, and mathematics courses. A TOEFL score of 550 or higher is required for all students for whom English is a second language.

Applications will be evaluated on an individual basis when all official transcripts and supporting documents have been received. Application deadlines are as follows: October 15th for spring admission. Applicants will be notified by mail regarding their acceptance. Enrollment with matriculated status is contingent upon satisfaction of admission criteria.

International Educated Nurse Admission Guidelines

The College of Staten Island (CSI) School of Health Sciences, Department of Nursing welcomes international education nurse (IEN) applicants for the Masters of Science, Post-Masters Advanced Certificate, and Doctorate of Nursing Practice Adult-Gerontological Health programs for either the Clinical Nurse Specialist (CNS) or Primary Care Nurse Practitioner (PCNP) roles. IENs need to submit the regular graduate application plus meet the
following additional requirements as set forth by the New York State Education Department, Office of the Professions (NYSED-OP) and CSI-CUNY:

English Language Testing

English proficiency is required of all applicants whose native language is not English. Applicants who have completed a post-secondary university degree in a non-English speaking country must submit either the Test of English as a Foreign Language (TOEFL) or International English Language Testing (IETLS) scores. These scores must be recent (within the previous two years). Please submit the scores to the Graduate Admissions Office at CSI-CUNY. Information on these tests can be found at www.toefl.org or www.ietsl.org. Graduate and clinical doctorate nursing student IEN applicants must meet minimum standards on the TOEFL or IETLS as follows:

- TOEFL: paper (PBT) score > 550 (total score ranges from 310-677); internet (iBT) score > 79 (total score ranges from 0-120) with a speaking (iBT) score > 25 (total score 0-30)
- IETLS: academic exam score of 6.51 overall (total score ranges from 1-9)

Students who have completed a post-secondary university degree in an English speaking country are exempt from the English proficiency requirement. The following list is an example of some countries that are waived:

Antigua & Barbados
Australia
Bahamas
Belize
Bermuda
British Virgin Islands
Canada (except Quebec)
Cayman Islands
China (Hong Kong Public Universities only)
Dominica
Fiji
Grenada
Ireland
Jamaica
Liberia
Malawi
New Zealand
Singapore
St. Kitts & Nevis
St. Lucia
St. Vincent & The Grenadines
United Kingdom
USA

Academic Credentials Evaluation

All IEN student applicants should have transcripts evaluated from all post-secondary programs attended. All original/official transcripts are to be sent to the Graduate Admissions Office according to CUNY guidelines for assessment of grade point average GPA based on the American 4.0 system.

Nursing Credential and License

All IEN applicants to our graduate and clinical doctorate programs in nursing must have a Registered Nurse (RN) license from a US state (no territories) at the time of application submission. If offered admission you must obtain a RN license from New York before enrollment in any classes. Consult with the New York State Board of Nursing through http://www.op.nysed.gov/prof/nurse/ and with the Commission on Graduates of Foreign Nursing Schools through http://www.cgfns.org/ for information on how to obtain your RN license in NYS. If you received your RN nursing education and license overseas it may take one to two years for review and testing (English language testing and NCLEX-RN examination) prior to entering the graduate or clinical doctorate in nursing programs.

Currently in New York State all IEN’s who wish to practice nursing and who wish to continue their academic studies in a nursing college, school or university must follow NYSED-OP guidelines for securing a New York RN license:

- CGFNS International (formerly the Commission on Graduates of Foreign Nursing Schools) must be contacted to verify your nursing education and license credentials according to NYSED-OP. You are to arrange to verify the authenticity of your foreign nursing credentials using CGFNS’s Credential Verification Service for New York State http://www.cgfns.org/services/credential-verification-service-for-ny-state/. If you are licensed as a nurse in another country you must also request that CGFNS verify your foreign nursing license. You must contact CGFNS directly in order to sign up and pay for the credential verification services. After you sign-up and pay for CGFNS’s services they will send a report regarding your foreign education credentials directly to NYSED-OP. The main website for CGFNS is http://www.cgfns.org/. They provide comprehensive evaluation of credentials, documented English proficiency, and success on the NCLEX-RN exam through successful passing of the CGFNS exam, a predictor of passing the NCLEX-RN exam. Take note that it can take one-year or longer to receive your credentials verification providing you with an “Authorization to Test (ATT)” to then take the NCLEX-RN examination for your NYS license so plan accordingly.

Applicants educated outside the United States may opt to have their transcripts evaluated by the College of Staten
Island or to have them evaluated by one of the evaluation services listed below:

- Educational Credential Evaluators, Inc.: www.ece.org/
- Evaluation Service, Inc.: www.evaluationservice.net/
- Transcript Research: www.transcriptresearch.com/

Admission Deadlines

All application materials for the Master of Science and Post-Master Advanced Certificate programs must be received by October 15th for spring admission. All application materials for the Doctor of Nursing Practice programs must be received December 1st for fall admission. Please contact the Graduate Studies Admissions office for further details or changes in the admission dates at: www.csi.cuny.edu/graduatestudies.

Clinical Practice Requirements

All applicants (IEN and US educated nursing [USEN] students) to the graduate and clinical doctorate programs in nursing must have a minimum of one year full-time clinical nursing experience as a registered nurse in an appropriate clinical setting working with the adult and gerontological population prior to initiating the application; the experience must be within three years of application. In addition by the time the student is ready to commence the clinical coursework, a total of three years full-time clinical nursing experience is required and must be verified by the applicants employer in writing. For the IEN student a minimum of one of the three years’ experience must be in a US based facility and must be verified in writing by the employer. This requirement is to provide a basic understanding of quality and safety, patient-centered care, teamwork, cultural competence, and collaborative practice standards unique to the US healthcare system.

Interviews

The graduate and clinical doctorate nursing programs admission committee’s reserve the right to interview any applicant to the graduate or clinical doctorate programs in nursing at the College of Staten Island. Telephone or web-based (Skype or Face-Time) formats may be used. If an interview is requested the Graduate Admissions Office will contact the applicant.

Matriculated Status

Admission requirements for fully matriculated graduate status:

1. Official transcript(s) documenting a cumulative grade point average of 3.0 on a 4.0 point scale in the nursing courses.
2. Evidence of successful completion of undergraduate courses (or comparable learning experiences approved by the Graduate Admissions Committee) in nursing research, statistics, and health assessment/physical examination; community health nursing, leadership and management in nursing, general chemistry, and pharmacotherapeutics.
3. Two recommendation letters supporting the applicant’s potential for completing graduate studies; one must be from a current nursing supervisor or recent professor who can speak to clinical performance.
4. Personal Statement:
   Instructions: All master’s degree applicants must answer questions below. Your personal statement should be 300 words, 2 to 4 pages in length total, double-spaced with one-inch margins, in 12 point font.
   a. We want to know more about you – your life and goals, your challenges and strengths, and the clinical path that you have chosen that has lead you to this point in your career. Imagine that you are writing your autobiography and you are describing your greatest nursing career achievement.
   b. Share specific experiences from your nursing career where your leadership efforts and caring intentions fostered the success of patients from diverse cultural backgrounds.
   c. Describe why you want to advance your career by becoming one of the following advanced practice nurses: clinical nurse specialist, nurse practitioner, or clinical nurse specialist/nurse practitioner. Include a discussion of whether your interests lie in the wellness to acute care continuum or in the primary care realm.
5. Current RN license to practice in New York State

Non-Matriculated Status

Applicants with exceptional qualifications, but who do not meet all the admission requirements, may be granted admission with non-matriculated graduate status at the discretion of the Graduate Nursing Admissions Committee.

Requirements for Progression and Retention

Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained and to progress.

Progression: Students must achieve a grade of B in all graduate courses in order to progress. Students must provide verification of three years full-time appropriate
clinical experience as a registered nurse in order to progress to the clinical courses.

**Grades:** For a grade lower than a B, the course must be repeated within one year. Students who do not obtain a passing grade in one course may repeat the course only once. Progression in the program cannot occur until the course is repeated successfully. Courses cannot be repeated more than once. Only one course can be repeated throughout the curriculum.

**Withdrawals:** No more than two (2) withdrawals are permitted throughout the curriculum. When a second withdrawal is requested, permission must be obtained from the Department Chair by requesting permission for the second withdrawal in writing. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual’s plan for success.

**Academic Probation:** Students whose GPA falls below 3.0 will be placed on academic probation, please see policy in Graduate Catalog and the Academic Policy of the College. Improvement of the GPA may require additional coursework. Students on academic probation are not permitted to progress to the clinical courses.

**Dismissal:** If the student fails any one of the core (BIO 670, BIO/NRS 682, NRS 702) or role specialization courses (i.e. NRS 720, NRS 721, NRS 722, NRS 723, NRS 735, NRS 736, NRS 737) the student will be dismissed from the program.

**Health Documentation**

Students taking NRS 721, NRS 722, NRS 727, and NRS 728 must present the following on the first clinical day: a completed copy of the College Health Record that includes annual physical examination, required immunizations, proof of measles and varicella vaccination or a positive titer, PPD test, and drug screen (urine) result. Hepatitis B immunization is highly recommended.

**Professional Documentation**

Students taking NRS 721, and NRS 723 must present the following on the first clinical day: copy of current RN license; copy of malpractice insurance face-sheet showing dates and coverage. Students taking NRS 727, and NRS 728 must present the following on the first clinical day: copy of current RN license; copy of malpractice insurance for NP students with face-sheet showing dates and coverage.

**Advisement**

Each student admitted to the program will be provided academic guidance and career support. The program coordinator will monitor and evaluate each student’s progress and recommend appropriate counseling and/or academic support services. The faculty members assigned to coordinate clinical role practica will collaborate with agency preceptors to guide students’ progress in clinical settings.

**Policy on Transfer Credits**

Students may transfer a maximum of nine (9) credits out of the 42 credit total for the Master of Science in Adult-Gerontological Health from an accredited U.S. graduate program which will be applied as follows:

- Six (6) credits may be applied towards the two elective requirement with a grade of B or better
- Three (3) credits to satisfy one (1) of the following Graduate Nursing Core courses with a grade of B or better:
  - NRS 701 Theoretical Foundations for Advanced Practice Nursing,
  - NRS 705 Health Organizations, Policy, Finance, and Ethics,
  - NRS 706 Applied Statistical Thinking and methods in Health Research,
  - NRS 730 Evidence-Based Nursing for Advanced Practice

Students must complete all remaining nursing or biology coursework through the College of Staten Island-City University of New York as follows:

**Graduate Core (Remaining Graduate Core plus)**

- NRS 700 Transcultural Concepts and Issues in Health Care
- NRS 701 Theoretical Foundations for Advanced Practice Nursing,
- NRS 705 Health Organizations, Policy, Finance, and Ethics,
- NRS 706 Applied Statistical Thinking and methods in Health Research,
- NRS 730 Evidence-Based Nursing for Advanced Practice

**Advanced Practice Core (9 credits)**

- BIO 670 Pathophysiological Concepts in Health and Illness
- NRS/BIO 682 Advanced Pharmacology
- NRS 702 Advanced Health Assessment & Diagnostic Reasoning

**Specialty (CNS Role) (12 credits)**

- NRS 720 Advanced Practice Nursing with Adults in Community Settings
- NRS 721 Role Practicum: Adults in Community Settings
Nursing Degree Requirements: Clinical Nurse Specialist, Nurse Practitioner

Clinical Nurse Specialist (CNS) Option: 42 credits

The program requires 42 credits with 500 supervised hours toward development of clinical competencies for the adult-gerontological population with a specialty practice focus. Students may attend on a full-time or part-time basis. Completion of the program requires a minimum of two years of full-time study; part-time study may take three years or more. Requirements include a graduate core of 15 credits, an advanced practice core of nine credits, specialty (CNS role) courses of 12 credits, and six credits of elective courses.

Primary Care Nurse Practitioner (NP) Option: 42 credits

The program requires 42 credits with a minimum of 500 supervised hours toward development of clinical competencies for primary care of the adult-gerontological population. Students may attend on a full-time or part-time basis. Completion of the program requires a minimum of two years of full-time study; part-time study may take three years or more. Requirements include a graduate core of 15 credits, an advanced practice core of nine credits, specialty (NP role) courses of 12 credits, and six credits of elective courses.

Graduate Core (15 credits)

NRS 700 Transcultural Concepts and Issues in Health Care 3
NRS 701 Theoretical Foundations for Advanced Practice Nursing 3
NRS 705 Health Organizations, Policy, Financing, and Ethics 3
NRS 706/MTH 706 Applied Statistical Thinking and Methods in Health Research 3
NRS 730 Evidenced Based Practice for Advanced Practice Nursing 3

Advanced Practice Core (9 credits)

BIO 670 Pathophysiological Concepts in Health and Illness 3
NRS 682 Advanced Pharmacology 3
NRS 702 Advanced Health Assessment & Diagnostic Reasoning 3

Specialty (CNS Role) (12 credits)

NRS 720 Advanced Practice Nursing with Adults in Community Settings 3
NRS 721 Role Practicum: Adults in Community Settings 3
NRS 722 Advanced Practice Nursing with Adults in Acute Care Settings 3
NRS 723 Role Practicum: Adults in Acute Care Settings 3

A minimum of 600 hours of supervised practice.

Specialty (NP Role) (12 credits)

NRS 735 Primary Health Care I 4
NRS 736 Primary Health Care II 4
NRS 737 Primary Health Care III 4

A minimum of 600 hours of supervised practice.

Electives: 6 credits

NRS 703 Teaching and Learning for Cultural Competence Development 3
NRS 704 Cultural Competence in Healthcare: Project Development 3
NRS 711 Health Care Program Development 3
NRS 712 Nurse as Educator 3
NRS 724 Case Management for Advanced Practice Nursing 3

Subtotal: 42

Adult-Gerontological Nursing Nurse Practitioner (Post Masters Advanced Certificate)

School of Health Sciences
Dean: Marcus Tye, PhD
Building 5S, Room 212
Telephone: 718.982.3690

Program Coordinator:
Professor Catherine Paradiso
Building 5S, Room 213
718.982.3838
catherine.paradiso@csi.cuny.edu

The Department of Nursing offers a Post-Master’s Advanced Certificates in Adult-Gerontological Health Nursing. The certificate prepare nurses who have Master’s degrees in Nursing to meet the requirements for certification as Adult-Gerontological Primary Care Nurse.
Practitioners of New York State and the American Nurses Credentialing Center.

Students in the certificate program take courses that focus their course assignments and clinical hours as nurse practitioners in the adult-gerontological population from wellness through acute care and beyond or as primary care nurse practitioners in the adult-gerontological population across the life span.

Students who hold a Graduate Degree in Nursing who wish to receive a Post Masters Certificate as an Adult Gerontology Nurse Practitioner can apply to the Post Masters Certificate (PMC) program.

Admission Requirements

1. Graduate from an accredited program with a Master’s Degree in Nursing. Must have achieved an overall GPA of 3.0 with at least a grade of B in all Nursing courses.

2. Successfully completed at least statistics, nursing research, pathophysiology, pharmacology, advanced health assessment with a grade if B or higher. Possible transfer of these and the remaining courses will be reviewed individually through a full Gap Analysis conducted by members of the Admissions Committee. (see college policy on transfer of credits in the graduate program) Courses that have been taken more than 5 years ago may not be accepted for transfer.

3. Three professional letters of reference from supervisor who has had the opportunity to evaluate the applicants clinical practice.

4. Three years of clinical practice as determined by the admissions committee.

5. Well written Personal Statement

6. Interview with graduate admissions committee

Requirements for Progression and Retention in all Graduate Programs in Nursing

Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained and to progress.

Progression: Students must achieve a grade of B in all graduate courses in order to progress. Students must provide verification of three years full-time appropriate clinical experience as a registered nurse in order to progress to the clinical courses.

Grades: For a grade lower than a B, the course must be repeated within one year. Students who do not obtain a passing grade in one course may repeat the course only once. Progression in the program cannot occur until the course is repeated successfully. Courses cannot be repeated more than once. Only one course can be repeated throughout the curriculum.

Withdrawals: No more than two (2) withdrawals are permitted throughout the curriculum. When a second withdrawal is requested, permission must be obtained from the Department Chair by requesting permission for the second withdrawal in writing. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual’s plan for success.

Academic Probation: Students whose GPA falls below 3.0 will be placed on academic probation, please see policy in Graduate Catalog and the Academic Policy of the College. Improvement of the GPA may require additional coursework. Students on academic probation are not permitted to progress to the clinical courses.

Dismissal: If the student fails any one of the core (BIO 670, BIO/NRS 682, NRS 702) or role specialization courses (i.e. NRS 720, NRS 721, NRS 722, NRS 723, NRS 735, NRS 736, NRS 737) the student will be dismissed from the program.

Certificate Requirements

Based on the Admissions Committee Gap Analysis, the minimum requirements are:

- NRS 735 Primary Health Care I 4
- NRS 736 Primary Health Care II 4
- NRS 737 Primary Health Care III 4

A minimum of 600 hours of supervised practice.

Subtotal: 12

Bilingual Extension Certification
(Advanced Certificate)

Program Administrator:
Diane Brescia
Building (3S), Room 211A
Telephone: 718.982.3877
Email: diane.brescia@csi.cuny.edu

Faculty Advisor:
Associate Professor Rachel Grant
Building (3S), Room 226; telephone: 718.982.3740
Email: rachel.grant@csi.cuny.edu
The Advanced Certificate for Bilingual Extension Certification program will prepare teacher candidates to work with English language learners (ELLs), heritage language speakers of languages other than English (LOTE), and English proficient students in bilingual programs in public and private schools. This extension would allow students to teach in a bilingual education program.

Admission Requirements

- Valid New York State Teaching license in one of the following areas:
  - Early Childhood Education (Birth-Grade 2)
  - Childhood Education (Grades 1-6)
  - Common Branches PreK-Grade 6
  - Middle Childhood Education (Grades 5-9) Adolescent Education (Grades 7-12)
  - Literacy Education
  - Students with Disabilities in Early Childhood, Childhood, Middle Childhood, or Adolescent Education or Special Education K-12
  - Teachers of Students who are Blind or Visually Impaired, Deaf or Hard of Hearing, or Speech and Language Impaired
  - GPA 3.0 or higher
  - Two letters of recommendation
  - Proficiency in language other than English (proof by language exam as determined by program faculty)
  - Oral Interview

Required Courses

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<td>Multiethnic Approaches to Teaching</td>
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<td>EDL 601</td>
<td>Bilingualism and Second Language Acquisition: Theory and Research</td>
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<td>EDL 602</td>
<td>Linguistics for Teachers</td>
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<td>EDL 608</td>
<td>Methods in Reading and Language Arts in Bilingual Education</td>
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<td>Methods Across the Content Areas in Bilingual Education</td>
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Subtotal: 15

Community-Based Leadership (EdD)

Program Administrator: Diane Brescia
Building (3S), Room 211A
Telephone: 718.982.3877
Email: diane.brescia@csi.cuny.edu

Faculty Advisors:
Associate Professor Ruth Powers Silverberg

Building (3S), Room 105A
Telephone: 718.982.3726
Email: ruth.silverberg@csi.cuny.edu

Associate Professor Kenneth Gold
Building (3S), Room 208C
Telephone: 718.982.3737
Email: kenneth.gold@csi.cuny.edu

The EdD in Community-Based Leadership prepares leaders from education, social work, law, and other related fields to lead cross-sector coalitions in service of the success and well-being of all of our children. Graduates will have the necessary knowledge bases to support learning for all students; build capacity in the adults who serve students, including their families; manage resources in service of student learning; and to use methods of scholarly inquiry to inform their practices.

Admission Requirements

The following qualifications are required for admissions:

1. Masters Degree in the field of Education OR Social Work OR Psychology OR Political Science OR related field with minimum GPA of 3.25 at the Graduate Level
2. 12 credits or equivalent Professional Training above the Masters in area of expertise to be evaluated by Program Consultation Committee
3. Minimum three years of experience in area of specialization
4. 3 Letters of Recommendation: Minimum 1 Professional, 1 Academic
5. Written Statement of Vision for Leadership
6. Academic Writing Sample
7. Evidence of demonstrated commitment to community collaboration
8. Graduate Record Examination (GRE)
9. Interview

Due to the unique focus and cohort collaboration, no transfer credit will be granted.

Retention Requirements

- GPA of 3.0 is required to maintain matriculation in the Program.
- Successful completion of the Research Practicum Project with defense of the Research Proposal in Spring Year 2 is required to maintain matriculation in the program. Completion of Dissertation Studies I is required for continuation in the Dissertation Sequence.
- Candidates unable to complete the program with cohort may re-apply for subsequent cohort; re-admission at discretion of program faculty.
• Candidates who do not complete the Research Project by the end of Spring 3 may continue advisement maintaining 2 credits for independent study per semester up to 3 additional semesters.

Program Format

The Program will be formatted using the “Executive Development Model” with courses scheduled on weekends. Because the program also follows a cohort model, all courses are required in prescribed sequence.

Sample Blocks

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<td>Friday</td>
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</tr>
<tr>
<td>Sunday</td>
<td>9:30am - 1:00pm</td>
</tr>
</tbody>
</table>

A distinctive feature of the Program is close mentorship by faculty in Inquiry Groups. These small groups meet during the second year of the program, beginning in Summer 2 (Semester 4). Tri-semester meetings on line or face to face with a faculty mentor in groups of 4-5 for a total of six hours each of three semesters (Summer 2, Fall 2, Spring 2) will focus on emerging areas of interest for the Dissertation, allowing students to begin framing their research questions, conduct a preliminary literature review, and choose a research method by the end of Year 2.

Where appropriate for providing students with access to experts and focused study of critical content, courses may include up to three 1-credit Special Topics Modules which are sub-topics within course content.

Degree Requirements

The EdD in Community-Based Leadership requires 48 points of graduate study and successful completion and defense of the Dissertation is required for the degree.

EdD in Community-Based Leadership Degree Requirements

<table>
<thead>
<tr>
<th>Year One</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Year One</td>
<td>DED 800</td>
<td>Scholarly Inquiry for Community-Based Leadership I</td>
<td>3</td>
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<td>Fall Year One</td>
<td>DED 801</td>
<td>Scholarly Inquiry for Community-Based Leadership II</td>
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<tr>
<td></td>
<td>DED 802</td>
<td>Social and Historical Contexts of School Communities</td>
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<table>
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<tr>
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<tr>
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<td>Policy Trends in Child Service Professions</td>
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<td>DED 900</td>
<td>Dissertation Proposal</td>
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<td>Fall Year Two</td>
<td>DED 806</td>
<td>Curriculum, Standards, and Assessment for Community Engagement</td>
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<td>DED 820</td>
<td>Qualitative Methods in Applied Research</td>
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<td>DED 807</td>
<td>Resource Management in School Communities</td>
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<tr>
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<td>DED 821</td>
<td>Quantitative and Mixed Methods in Applied Research</td>
<td>3</td>
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<tr>
<td>Fall Year Three</td>
<td>DED 808</td>
<td>Public Relations, Advocacy, and Community Organizing</td>
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<td>DED 901</td>
<td>Research Practicum</td>
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<td>Spring Year Three</td>
<td>DED 809</td>
<td>Globalization, Community, and Education Reform</td>
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<tr>
<td></td>
<td>DED 902</td>
<td>Dissertation Advisement I</td>
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<tr>
<td></td>
<td>DED 903</td>
<td>Dissertation Advisement II</td>
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</tbody>
</table>

Total Credit Hours: 48

Autism Spectrum Disorders (Advanced Certificate)

Program Coordinator:
Professor Kristen Gillespie-Lynch
Building 4S, Room 234
Email: kristen.gillespie@csi.cuny.edu
Telephone: 718.982.4121

The Advanced Certificate Program in Autism consists of 12 credits (four 3-credit courses). The coursework and fieldwork opportunities will reflect a range of educational approaches and services available for persons with Autism Spectrum Disorder (ASD). The approach is eclectic and will include, but not be limited to, Applied Behavior Analysis (ABA), natural learning paradigms, relationship-based developmental models, and common practices of teaching in the field of ASD. Various philosophical, educational, psychological, and clinical paradigms will be incorporated. Throughout the curriculum, whenever
appropriate, the counseling needs of families with individuals with ASD will also be addressed. We will also critically evaluate controversial popular but unproven alternative treatments. The curriculum will consist of lectures by faculty, readings of the professional literature, in-class discussions (with faculty and students), on-site observations and fieldwork under close supervision. The program was developed to provide additional education and training to post-baccalaureate students (with bachelor’s or master’s degree) in order to enable them to work with individuals with ASD and their families at a heightened level of expertise.

**Autism Spectrum Disorders Advanced Certificate Requirements**

**Applications for an admission for the fall semester are due on April 1.**

1. An applicant must have completed, as a minimum, an undergraduate degree in Psychology, Education, Speech-Language Pathology, Science, Letters, & Society, or a related field, or be a current student in a Master degree program (e.g., Education, Mental Health Counseling, Neuroscience & Developmental Disabilities). Additional coursework may be required to make up for any deficiencies in background, as will be determined by an admissions committee for the program. (The admissions committee comprises faculty members from the School of Education and the Psychology department.)

2. An applicant must have earned a baccalaureate degree with a grade-point average of at least 3.0 in the undergraduate major and a minimum overall grade-point average of 3.0. Applicants whose undergraduate grade-point averages are below the minimum of 3.0 may submit a letter of appeal to the program coordinator; however, such appeals will be granted only under extraordinary circumstances. Applicants appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take additional credits in undergraduate liberal arts and science courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0 (B).

3. Two letters of recommendation.

4. Current résumé detailing all relevant past and present professional employment, experience, memberships, and related service.

5. A cover letter describing the applicant’s relevant experience as well as the reason and motivation for applying for the Advanced Certificate.

**Admission Requirements for Non-CUNY Students:**

**Applications for an admission for the fall semester are due on April 1.**

1. An applicant must have completed, as a minimum, an undergraduate degree in Psychology, Education, Speech-Language pathlogy, Science, Letters, & Society, or a related field, or be a current student in a Master degree program (e.g., Education, Mental Health Counseling, Neuroscience & Developmental Disabilities). Additional coursework may be required to make up for any deficiencies in background, as will be determined by an admissions committee for the program. (The admissions committee comprises faculty members from the School of Education and the Psychology department.)

2. An applicant must have earned a baccalaureate degree with a grade-point average of at least 3.0 in the undergraduate major and a minimum overall grade-point average of 3.0. Applicants whose undergraduate grade-point averages are below the minimum of 3.0 may submit a letter of appeal to the program coordinator; however, such appeals will be granted only under extraordinary circumstances. Applicants appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take additional credits in undergraduate liberal arts and science courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0 (B).

3. Two letters of recommendation.

4. Current résumé detailing all relevant past and present professional employment, experience, memberships, and related service.

5. A cover letter describing the applicant’s relevant experience as well as the reason and motivation for applying for the Advanced Certificate.

**Requirements for CUNY Students to Register for ASD Courses:**

1. An applicant must have completed, as a minimum, an undergraduate degree in psychology, education, speech-language pathology, Science, Letters, & Society, or a related field, or be a current student in a Master degree program (e.g., Education, Mental Health Counseling, Neuroscience & Developmental Disabilities). Additional coursework may be required to make up for any deficiencies in background, as will be determined by an admissions committee for the program. (The admissions committee comprises faculty members from the School of Education and the Psychology department.)

2. An applicant must have earned a baccalaureate degree with a grade-point average of at least 3.0 in the
undergraduate major and a minimum overall grade-point average of 3.0. Applicants whose undergraduate grade-point averages are below the minimum of 3.0 may submit a letter of appeal to the program coordinator; however, such appeals will be granted only under extraordinary circumstances. Applicants appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take additional credits in undergraduate liberal arts and science courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0 (B).

Continuation Requirements and Award of Certificate

Each student must maintain an average of 3.0 in the four core courses in order to be awarded the Certificate. Students who drop below a 3.0 average may continue in the Program but may not be awarded the Certificate. No grade in an individual course may be below 2.0 for the Certificate to be awarded. If a student earns a grade below 3.0 (and above 2.0) in one of the four core courses, s/he will be encouraged to retake the course in order to meet the minimum grade average of 3.0. Each student must conduct him/herself in an ethical manner both professionally and personally. Serious breaches in ethics or professionalism will result in expulsion from the Program and a denial of being awarded the Certificate.

Autism Spectrum Disorders Advanced Certificate Requirements

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASD 701</td>
<td>Autism Spectrum Disorders: Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>ASD 702</td>
<td>Treatment Approaches, Applications, &amp; Methods for Individuals with Autism Spectrum Disorders (ASD) Part I</td>
<td>3</td>
</tr>
<tr>
<td>ASD 703</td>
<td>Treatment Approaches, Applications, &amp; Methods for Individuals with Autism Spectrum Disorders (ASD) Part 2</td>
<td>3</td>
</tr>
<tr>
<td>ASD 704</td>
<td>Contemporary Approaches to Assessment &amp; Intervention of Speech, Language, &amp; Communication Development in Individuals with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 12

Childhood Education (MSEd)

Program Administrator:
Diane Brescia
Building (3S), Room 211A
Telephone: 718.982.3877

Email: diane.brescia@csi.cuny.edu

The program will foster and enhance students' competence in teaching, understanding of current educational research and theory, and knowledge in selected areas of the liberal arts and sciences. It appreciates and recognizes that education occurs across the lifespan in a variety of settings, and its courses reflect these understandings, work to foster these dispositions in students, and actualize these perspectives in practice. It is designed to serve dual functions through three distinct instructional sequences:

Sequence 1: This sequence is designed for those who have completed the course requirements for initial certification in childhood education from the New York State Department of Education. Upon satisfactory completion of the program, students will have met the academic requirements for professional certification in childhood education.

Sequence 2: This sequence is designed for college graduates who have not completed programs leading to initial certification in childhood education and wish to become elementary school teachers. Upon satisfactory completion of the program, students will have met the academic requirements for initial certification in childhood education.

Sequence 3: This sequence is a 15-month teacher residency program designed for college graduates who have not completed programs leading to initial certification in childhood education and wish to become elementary school teachers. Participants will receive a stipend for spending an entire academic year apprenticing in a host school. Upon satisfactory completion of the program, students will have met the academic requirements for initial certification in childhood education.

Admission Requirements

For Sequence 1, candidates must have completed the coursework leading to a New York State initial certificate in childhood education or early childhood education. A copy of the certificate must be submitted to the program when it is granted by the New York State Education Department. Candidates must also possess a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration, at least six credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 3.0. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.
For Sequence 2, candidates must possess a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, at least six approved credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 3.0. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For Sequence 3, candidates must possess a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, at least six approved credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 3.3. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For all three sequences, applicants whose GPAs fall below the required minimums may submit a letter of appeal to the admissions committee; however, such appeals will be granted only under extraordinary circumstances. Applicants appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts and science courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0(B).

Applications for Sequences 1 and 2 are accepted for fall and spring semesters. Applications for Sequence 3 are accepted only for the summer semester. All applications must include two academic or professional letters of recommendation and a one- or two-page personal statement that discusses the academic, teaching, and/or work experiences that have led and prepared the applicant to pursue graduate study in education. Applicants to Sequence 3 will also participate in an interview with program faculty.

**Degree Requirements**

Sequence 1 consists of ten courses and a minimum of 32-38 graduate credits in five required areas of study. Students may select a concentration from the following areas: learning and development, literacy education, mathematics education, music education, science education, social foundations of education, and social studies education or pursue a multidisciplinary program. Students interested in a concentration should contact the program coordinator.

Sequence 2 consists of a minimum of 45-51 graduate credits. Students complete six required core courses before selecting from an array of advanced graduate courses.

Sequence 3 consists of 36 graduate credits. Students move through the program as a cohort and complete many courses on site at the host school.

In all three sequences, students are required to complete an acceptable educational research project, which is carried out under faculty supervision in EDD 630 and EDD 631.

### Sequence 1

**Area 1: Psychological Foundations of Education (3-4 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 611</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDD 612</td>
<td>Socio-cultural Development</td>
<td>3</td>
</tr>
<tr>
<td>EDD 613</td>
<td>Developmental Psychology: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDD 614</td>
<td>Different Minds: Exploring Cognitive Diversity</td>
<td>4</td>
</tr>
<tr>
<td>EDD 617</td>
<td>Topics in Moral Development and Education</td>
<td>4</td>
</tr>
<tr>
<td>EDD 623</td>
<td>The Cultural Context of Thinking and Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDD 625</td>
<td>Activities Approach to Development and Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDD 629</td>
<td>Factors and Components of Eduability</td>
<td>4</td>
</tr>
<tr>
<td>EDD 691</td>
<td>Perspectives on Managing Diverse Learning Settings</td>
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**Area 2: Social Foundations of Education (3-4 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>EDD 606</td>
<td>History of Urban Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDD 616</td>
<td>Comparative and International Education</td>
<td>3</td>
</tr>
<tr>
<td>EDD 624</td>
<td>Multiethnic Approaches to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDD 632</td>
<td>Social Foundations Introductory Seminar</td>
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<tr>
<td>EDD 634</td>
<td>Teaching in America: The Lives of Teachers</td>
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</tr>
<tr>
<td>EDD 635</td>
<td>Experimental Philosophy of Education</td>
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<tr>
<td>EDD 636</td>
<td>The Good Teacher</td>
<td>4</td>
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<tr>
<td>EDD 637</td>
<td>The MicroSociology of Classroom Life</td>
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</tr>
<tr>
<td>EDD 638</td>
<td>The History of Fads and Frills in Schools</td>
<td>4</td>
</tr>
<tr>
<td>EDD 643</td>
<td>Sociology of Schools</td>
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**Area 3: Literacy (3-4 credits)**

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<td>Language, Culture, and Literacy Development</td>
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<tr>
<td>EDE 612</td>
<td>Literacy Assessment: Understanding Struggling Readers and Writers for Teachers</td>
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<tr>
<td>EDE 611</td>
<td>Effective Literacy Instruction at the Elementary School Level</td>
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<tr>
<td>EDE 614</td>
<td>Literacy Coaching and Staff Development</td>
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<tr>
<td>EDE 615</td>
<td>Special Topics In Literacy</td>
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<tr>
<td>EDE 650</td>
<td>Advanced Study in Reading</td>
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<td>EDE 651</td>
<td>Integrated Strategies for Underachieving Readers</td>
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<tr>
<td>EDE 652</td>
<td>Children's Literature</td>
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**Area 4: Mathematics (3-4 credits)**

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<td>EDD 627</td>
<td>Historical Perspectives on Mathematics Topics</td>
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<tr>
<td>EDE 640</td>
<td>Advanced Mathematics Education for Elementary School Teachers, Grades 3-6</td>
<td>3</td>
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<tr>
<td>EDE 642</td>
<td>Advanced Mathematics for Elementary School Teachers, Grades 1-2</td>
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<tr>
<td>EDE 643</td>
<td>Mathematics Curriculum In The Elementary School</td>
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<td>EDE 644</td>
<td>Mathematics Pedagogy In The Elementary School</td>
<td>4</td>
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<tr>
<td>EDE 645</td>
<td>Patterns in Mathematics</td>
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<tr>
<td>EDE 646</td>
<td>Issues in Mathematics Education</td>
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**Area 5: Science (3-4 credits)**

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<tr>
<td>ESC 602</td>
<td>Environmental Science for Elementary School Teachers</td>
<td>3</td>
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<tr>
<td>EDE 630</td>
<td>Advanced Science Education for Elementary School Teachers, Grades 3-6</td>
<td>3</td>
</tr>
<tr>
<td>EDE 631</td>
<td>Advanced Science Education for Elementary Teachers, Grades 1-2</td>
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<td>EDE 680</td>
<td>Science Curriculum in the Elementary School</td>
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<td>EDE 681</td>
<td>Science Experiment Design For The Elementary School</td>
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</tr>
<tr>
<td>EDE 682</td>
<td>Children's Naive Theories and Misconceptions in Science</td>
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<tr>
<td>EDE 683</td>
<td>Modern Physics for Elementary School Teachers</td>
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<tr>
<td>EDE 684</td>
<td>Big Ideas of Science</td>
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**Area 6: Social Studies Education (3-4 credits)**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>EDD 620</td>
<td>The Teacher and Curriculum Improvement</td>
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</tr>
<tr>
<td>EDD 628</td>
<td>Philosophy and Children</td>
<td>3</td>
</tr>
<tr>
<td>EDD 626</td>
<td>Historical Themes and Interpretations</td>
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<tr>
<td>EDE 620</td>
<td>Advanced Social Studies Education for Elementary School Teachers</td>
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<tr>
<td>EDE 671</td>
<td>Thematic Content Knowledge In The Elementary Social Studies</td>
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<tr>
<td>EDE 672</td>
<td>Social Studies Issues Through</td>
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**Area 7: Elective (6-8 credits)**

In consultation with the Graduate Coordinator students will choose two courses to satisfy this area.

**Area 8: Education Project (6 credits)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDD 630</td>
<td>Educational Seminar I</td>
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</tr>
<tr>
<td>EDD 631</td>
<td>Educational Seminar II</td>
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Subtotal: 33-38

**Sequence 2**

**1. Core Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 602</td>
<td>Studies in Urban and Metropolitan Education</td>
<td>3</td>
</tr>
<tr>
<td>EDD 609</td>
<td>Child Cognitive Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDE 601</td>
<td>Teaching and Learning Social Studies in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 602</td>
<td>Teaching and Learning Reading in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 603</td>
<td>Teaching and Learning Mathematics in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 604</td>
<td>Teaching and Learning Science in Elementary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**2. Advanced Courses (18-19 credits)**

**Education of Students with Special Needs**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 660</td>
<td>Teaching Students with Special Needs</td>
<td>3</td>
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</table>

**Foundations of Education: One course from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 606</td>
<td>History of Urban Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDD 611</td>
<td>Advanced Educational Psychology</td>
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<tr>
<td>EDD 612</td>
<td>Socio-cultural Development</td>
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</tr>
<tr>
<td>EDD 616</td>
<td>Comparative and International Education</td>
<td>3</td>
</tr>
<tr>
<td>EDD 617</td>
<td>Topics in Moral Development and Education</td>
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<td>EDE 623</td>
<td>The Cultural Context of Thinking and Learning</td>
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<td>EDD 629</td>
<td>Factors and Components of Educbility</td>
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<td>EDD 632</td>
<td>Social Foundations Introductory</td>
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<tr>
<td>EDD 634</td>
<td>Seminar Teaching in America: The Lives of Teachers</td>
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<tr>
<td>EDD 635</td>
<td>Experimental Philosophy of Education</td>
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<td>EDD 636</td>
<td>The Good Teacher</td>
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<td>EDD 637</td>
<td>The MicroSociology of Classroom Life</td>
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<td>EDD 638</td>
<td>The History of Fads and Frills in Schools</td>
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<td>EDD 643</td>
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<td>EDD 691</td>
<td>Perspectives on Managing Diverse Learning Settings</td>
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<td>EDE 650</td>
<td>Advanced Study in Reading</td>
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<td>EDE 651</td>
<td>Integrated Strategies for Underachieving Readers</td>
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<tr>
<td>EDE 640</td>
<td>Advanced Mathematics Education for Elementary School Teachers, Grades 3-6</td>
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<tr>
<td>EDE 642</td>
<td>Advanced Mathematics for Elementary School Teachers, Grades 1-2</td>
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<td>DRA 601</td>
<td>Drama in the Schools</td>
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<td>EDD 618</td>
<td>The Idea of the Contemporary University</td>
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<td>EDD 626</td>
<td>Historical Themes and Interpretations</td>
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<td>EDD 627</td>
<td>Historical Perspectives on Mathematics Topics</td>
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<td>EDD 628</td>
<td>Philosophy and Children</td>
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<td>EDE 682</td>
<td>Children's Naive Theories and Misconceptions in Science</td>
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<td>EDE 683</td>
<td>Modern Physics for Elementary School Teachers</td>
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<td>EDE 684</td>
<td>Big Ideas of Science</td>
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<td>EDE 652</td>
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<td>ESC 602</td>
<td>Environmental Science for Elementary School Teachers</td>
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<tr>
<td>GEG 601</td>
<td>Geography of Ordinary Landscapes</td>
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<tr>
<td>POL 636</td>
<td>The Judicial Process</td>
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<td>POL 737</td>
<td>United States Constitution</td>
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<td>EDC 600</td>
<td>Contemporary Curriculum in Early Childhood Education</td>
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<td>EDD 620</td>
<td>The Teacher and Curriculum Improvement</td>
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<td>EDD 626</td>
<td>Historical Themes and Interpretations</td>
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<td>EDD 628</td>
<td>Philosophy and Children</td>
<td>3</td>
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<tr>
<td>EDD 642</td>
<td>New Media of Instruction</td>
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<tr>
<td>EDE 620</td>
<td>Advanced Social Studies Education for Elementary School Teachers</td>
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<td>EDE 630</td>
<td>Advanced Science Education for Elementary School Teachers, Grades 3-6</td>
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<tr>
<td>EDE 631</td>
<td>Advanced Science Education for Elementary Teachers, Grades 1-2</td>
<td>3</td>
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<tr>
<td>EDE 661</td>
<td>Music and Movement in Childhood Education</td>
<td>3</td>
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<tr>
<td>EDE 662</td>
<td>Advanced Art</td>
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<td>EDE 671</td>
<td>Thematic Content Knowledge In The Elementary Social Studies</td>
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<tr>
<td>EDE 672</td>
<td>Social Studies Issues Through Literature And Music</td>
<td>4</td>
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<tr>
<td>EDE 673</td>
<td>Enrichment Of The Social Studies Curriculum And Pedagogy Through Technology</td>
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<tr>
<td>EDE 674</td>
<td>Problem-Based Learning Strategies For The Elementary Social Studies</td>
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<tr>
<td>EDE 680</td>
<td>Science Curriculum in the Elementary School</td>
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</tr>
<tr>
<td>EDE 681</td>
<td>Science Experiment Design For The Elementary School</td>
<td>4</td>
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<tr>
<td>EDE 608</td>
<td>Teaching Practicum I in Elementary Education AND</td>
<td>2-3</td>
</tr>
<tr>
<td>EDE 609</td>
<td>Teaching Practicum II in Elementary Education OR</td>
<td>1-3</td>
</tr>
<tr>
<td>EDE 610</td>
<td>Student Teaching in Elementary Education</td>
<td>6</td>
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<tr>
<td>EDD 630</td>
<td>Educational Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>EDD 631</td>
<td>Educational Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>EDD 609</td>
<td>Child Cognitive Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDD 622</td>
<td>The School and Its Community Relationships</td>
<td>3</td>
</tr>
<tr>
<td>EDE 602</td>
<td>Teaching and Learning Reading in Elementary Education</td>
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</tr>
<tr>
<td>EDE 601</td>
<td>Teaching and Learning Social Studies in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 604</td>
<td>Teaching and Learning Science in Elementary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Methods in Reading: One course from the following:
- EDE 650 Advanced Study in Reading 3
- EDE 651 Integrated Strategies for Underachieving Readers 3

### Methods in Mathematics: One course from the following:
- EDE 640 Advanced Mathematics Education for Elementary School Teachers, Grades 3-6 3
- EDE 642 Advanced Mathematics for Elementary School Teachers, Grades 1-2 3

### The Disciplines and Pedagogy: Two courses
- Students must take one course from Group A and one from Group B:
  **Group A:**
  - DRA 601 Drama in the Schools 4
  - EDD 618 The Idea of the Contemporary University 3
  - EDD 626 Historical Themes and Interpretations 3
  - EDD 627 Historical Perspectives on Mathematics Topics 3
  - EDD 628 Philosophy and Children 3
  - EDE 682 Children's Naive Theories and Misconceptions in Science 4
  - EDE 683 Modern Physics for Elementary School Teachers 4
  - EDE 684 Big Ideas of Science 4
  - EDE 652 Children's Literature 3
  - ESC 602 Environmental Science for Elementary School Teachers 3
  - GEG 601 Geography of Ordinary Landscapes 4
  - POL 636 The Judicial Process 3
  - POL 737 United States Constitution 4

  **Group B:**
  - EDC 600 Contemporary Curriculum in Early Childhood Education 3
  - EDD 620 The Teacher and Curriculum Improvement 3

### 3. Field-based Courses: One of the following alternatives: (4-6 credits)
- EDE 608 Teaching Practicum I in Elementary Education AND 2-3
- EDE 609 Teaching Practicum II in Elementary Education OR 1-3
- EDE 610 Student Teaching in Elementary Education 6

### 4. Capstone Sequence: Inquiry in Education (6 credits)
- EDD 630 Educational Seminar I 3
- EDD 631 Educational Seminar II 3

Subtotal: 45-51

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**Sequence 3**

**1. First Summer (9 credits)**
- EDD 609 Child Cognitive Development and Learning 3
- EDD 622 The School and Its Community Relationships 3
- EDE 602 Teaching and Learning Reading in Elementary Education 3

**2. Fall Semester (9 credits)**
- EDE 601 Teaching and Learning Social Studies in Elementary Education 3
- EDE 604 Teaching and Learning Science in Elementary Education 3
Elementary Education  
EDE 608  Teaching Practicum I in Elementary Education  2-3  

3. Winter Semester (3 credits)  
EDP 660  Teaching Students with Special Needs  3  

4. Spring Semester (12 credits)  
EDD 630  Educational Seminar I  3  
EDE 603  Teaching and Learning Mathematics in Elementary Education  3  
EDE 609  Teaching Practicum II in Elementary Education  1-3  
EDE 650  Advanced Study in Reading  3  

5. Second Summer (3 credits)  
EDD 631  Educational Seminar II  3  

Subtotal: 36  

Cultural Competence (Advanced Certificate)  

Gainful Employment Disclosure  
The College of Staten Island offers the following Gainful Employment programs: If you seek additional information about any of the other Graduate Nursing programs, please contact Dr. Catherine Paradiso in the Department of Nursing at 718.982.3838 or email her at catherine.paradiso@csi.cuny.edu. For information about the Advanced Certificate in Cultural Competence Program, please contact Dr. Marianne Jeffreys in the Department of Nursing at 718.982.3825 or email her at marianne.jeffreys@csi.cuny.edu.  

Admission Requirements  
All applicants must have a bachelor's degree in Nursing with a GPA of 3.0 or above in nursing courses, or a higher degree in Nursing, or other related fields. Applicants must also submit a personal goal statement of 300-500 words that describes their cultural competence goals. Students who enroll in the Advanced Certificate in Cultural Competence who later want to matriculate in one of the master's or doctoral degree in nursing programs must meet admissions criteria of the degree program. Students already enrolled in a graduate nursing program at the College of Staten Island, who successfully complete the necessary Advanced Certificate in Cultural Competence courses as electives (NRS 703 and NRS 704) for their program will receive the advanced certificate. This will not reduce the number of credits needed for their degree program. They do not need to submit an application for the Advanced Certificate Program in Cultural Competence; however, early registration for NRS 703 and NRS 704 is encouraged.  

Requirements for Progression and Retention in all Graduate Programs in Nursing  
Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained and to progress.  

Progression: Students must achieve a grade of B in all graduate courses in order to progress. Students must provide verification of three years full-time appropriate clinical experience as a registered nurse in order to progress to the clinical courses.  

Grades: For a grade lower than a B, the course must be repeated within one year. Students who do not obtain a passing grade in one course may repeat the course only once. Progression in the program cannot occur until the course is repeated successfully. Courses cannot be repeated more than once. Only one course can be repeated throughout the curriculum.  

Withdrawals: No more than two (2) withdrawals are permitted throughout the curriculum. When a second withdrawal is requested, permission must be obtained from the Department Chair by requesting permission for the second withdrawal in writing. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual’s plan for success.  

Academic Probation: Students whose GPA falls below 3.0 will be placed on academic probation, please see policy in Graduate Catalog and the Academic Policy of the College. Improvement of the GPA may require additional coursework. Students on academic probation are not permitted to progress to the clinical courses.  

Dismissal: If the student fails any one of the core (BIO 670, BIO/NRS 682, NRS 702) or role specialization courses (i.e. NRS 720, NRS 721, NRS 722, NRS 723, NRS 735, NRS 736, NRS 737) the student will be dismissed from the program.  

Advanced Certificate in Cultural Competence Requirements  
The certificate requires 9 credits and would enable graduates to become resources for the health care system in which they work.  

Advanced Certificate in Cultural Competence Courses (9 Credits) 
NRS 700  Transcultural Concepts and Issues in Health Care  3  
NRS 703  Teaching and Learning for Cultural Competence Development  3  
NRS 704  Cultural Competence in Healthcare: Project Development  3  

Subtotal: 9
Leadership in Education (Post-Master’s Advanced Certificate)

Program Administrator:
Diane Brescia
Building (3S), Room 211A
Telephone: 718.982.3877
Email: diane.brescia@csi.cuny.edu

Faculty Advisor:
Professor Susan Sullivan
Building (3S), Room 218
Telephone: 718.982.3744
Email: susan.sullivan@csi.cuny.edu

This certificate program is designed to prepare qualified candidates for leadership positions in schools in New York State, with an emphasis on effective leadership in urban schools. Upon successful completion of the program, students will have met the statutory requirements of the New York State Department of Education for certification as School Building Leader and School District Leader. All students move through the course of studies with a cohort.

Gainful Employment Program
The College of Staten Island offers the following Gainful Employment program: If you seek additional information about the Education program, please contact Dr. Ruth Powers-Silverberg in the Department of Education at 718.982.3726 or email her at ruth.silverberg@csi.cuny.edu. Advance Certificate in Leadership in Education

Admission Requirement for SDL Track
• School Administrator and Supervisor (SAS) or School Building Leader (SBL) Certificate
• 51 Credits completed at the graduate level (total of 60 upon completion as required by NYSED)
• A master's degree with a minimum GPA of 3.0
• Professional recommendations (three)
• Three years full-time teaching or Pupil Personnel Services experiences
• An interview with faculty of the program and district partners

Applicants may be granted credit for prior coursework completed at CSI or another college or university based on the determination by program faculty. Applications are accepted during the spring.

Admission Requirements for SBL/SDL Track
• A master’s degree with a minimum average of 3.0 (B).
• Evidence of four years’ teaching experience in an accredited school or equivalent.
• Professional recommendations (three).
• Letter of Intent
• An interview with faculty of the program and district partners.

Applications are accepted during the spring for admission in the summer session.

Post-Master’s Advanced Certificate for Leadership in Education Degree Requirements

SBL/SDL Track
The program requires 30 credits of approved coursework within a cohort model including: 24 credits in supervision, administration, curriculum, policy analysis, human relations; theory, research, and practice in educational leadership; six credits in a field experience seminar.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDA 710</td>
<td>Curriculum Design and Development</td>
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<tr>
<td>EDA 720</td>
<td>Supervision and Improvement of Instruction in Schools</td>
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</tr>
<tr>
<td>EDA 724</td>
<td>Organization and Administration of Schools, Part I</td>
<td>3</td>
</tr>
<tr>
<td>EDA 726</td>
<td>Organization and Administration of Schools, Part II</td>
<td>3</td>
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<tr>
<td>EDA 728</td>
<td>Field Experience Seminar in Leadership in Education I</td>
<td>3</td>
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<tr>
<td>EDA 729</td>
<td>Field Experience Seminar in Leadership in Education II</td>
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<td>EDA 731</td>
<td>Research Seminar in Leadership in Education</td>
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<tr>
<td>EDA 732</td>
<td>Educational Leadership, Part I</td>
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<tr>
<td>EDA 733</td>
<td>Educational Leadership, Part II</td>
<td>3</td>
</tr>
<tr>
<td>EDA 735</td>
<td>Law and Finance in Contemporary Schools</td>
<td>3</td>
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SDL Track
The program requires 9 credits of approved coursework. All courses have a fieldwork component, with fieldwork projects focused on district level issues.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDA 731</td>
<td>Research Seminar in Leadership in Education</td>
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<tr>
<td>EDA 733</td>
<td>Educational Leadership, Part II</td>
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</tr>
<tr>
<td>EDA 735</td>
<td>Law and Finance in Contemporary Schools</td>
<td>3</td>
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</tbody>
</table>

Biology (MS)
Program Coordinators:
Professor Jianying Gu
Building 6S, Room 126A
Email: jianying.gu@csi.cuny.edu
Email: biologymasters@csi.cuny.edu
Telephone: 718.982.4123

Professor Jimmie Fata
Building 6S, Room 129
Email: jimmie.fata@csi.cuny.edu
The Master of Science degree program in Biology is designed to provide research training and experience in the discipline of biology and allow students to specialize in such areas as biotechnology, molecular/cellular biology and evolution, ecology, and behavior. The program is an appropriate foundation for students whose current goal is a terminal master's degree as a credential for laboratory or field research and for students who intend to continue to study toward a doctorate program. The program prepares students for careers in the expanding fields of molecular biology, genetic engineering, conservation biology, and biotechnology. Graduates of the program will be prepared to conduct research, to evaluate the research of others, and to write and speak effectively in scientific fields. The program opens the door to careers in clinical and research laboratories, industry, teaching, science writing, and in governmental agencies in the fields of health, environment, and parks.

For the degree, students may choose between two tracks: the general biology track and the biotechnology track. Students in both tracks are required to conduct a research-based thesis. As soon as possible but before completion of 15 credits, all students will assemble their Master’s Committee. The student’s committee will consist of at least three members, two of whom must be faculty in the Department of Biology, one of whom will be the student's primary advisor and be responsible for guiding the student through the program. Students may choose a primary advisor outside the Biology Department upon approval of the Program Coordinator.

Biology Admission Requirements
The Department of Biology Graduate Admissions Committee makes all decisions regarding admission to the program as a matriculated or non-matriculated student. Applicants are required to complete the online CSI Graduate Admissions Application. The GRE general test is recommended but not required of applicants.

1. BS in Biology degree from an accredited college (students in the last semester of undergraduate study and students with a baccalaureate in another related discipline may also be considered for admission).
2. Overall GPA of 2.75 (B-) and a GPA of 3.0 (B) in undergraduate science and mathematics courses.
3. Two letters of recommendation testifying to the applicant’s ability to complete successfully the program of graduate study.
4. A grade of 550 on the TOEFL test is required of all applicants for whom English is a second language.

Non-matriculated status: Applicants who meet most, but not all, of the admissions requirements may be considered for admission with non-matriculated status.

Student Responsibilities

The Biology Master’s Program requires maintenance of 3.0 GPA to remain in good academic standing and to be eligible to complete the graduate degree. Students must establish a committee of 3 full time faculty members with at least 2 from the Department of Biology. One of these faculty will serve as the student’s official advisor. This committee will serve as the student’s thesis committee. Students will meet with this committee at least once per year to assess progress. This committee will also serve as a thesis examination committee.

Faculty Responsibilities

The Program Coordinators are responsible for monitoring the academic performance of each graduate student each semester. These individuals would notify the student’s advisor and committee of any student who receives a grade below B. The Program Coordinators will inform the committee of the requirements for regaining good academic standing for any student placed on academic probation. The faculty advisor will ensure that the student remains engaged in a productive research project for the student’s thesis. The committee will monitor the student’s progress in thesis research and suggest modifications to the proposed research if necessary.

Thesis Project

Prior to beginning their research project the student must submit a one page description of the thesis project. This proposal must be approved by the committee before beginning research. The student will then conduct original research in collaboration with their advisor with yearly committee meetings. Upon completion of the research project, the student must write a thesis detailing original research that was conducted under the sponsoring faculty member. The thesis will generally include the following sections: Abstract, Introduction, Materials & Methods, Results, Discussion, References, and figures and/or tables summarizing research. The thesis must be read and approved by the committee. Ordinarily the student will receive written comments from all committee members.
that she/he is required to incorporate into a final version of the thesis. Upon satisfactory completion of revisions, the readers must sign and approve the thesis/dissertation defense results form. The thesis title must be approved and a properly formatted draft of the thesis must be submitted to the library in accordance with their procedures. Additionally, a copy should be given to all committee members, the Department, and one copy should be kept by the student.

**Oral Thesis Defense**

At least one month prior to completion of the thesis, students will consult with their committee and arrange a date for the oral defense. Students will prepare a 30-minute presentation outlining their thesis project with background, experimental design, results and conclusions. The defense may either be public or private with just the committee. Students will be prepared to address questions from their committee or the audience after their defense. The student will bring the thesis/dissertation defense results form to be signed by their committee.

**Transfer Credits**

Acceptance of any graduate course taken elsewhere toward the requirements of a CSI degree is at the discretion of the coordinator of the graduate program. A maximum of nine credits of courses taken elsewhere within The City University may be applied to the MS in Biology with approval of the program coordinator. Alternately, for courses taken outside of CUNY, a maximum of six credits may be accepted for transfer. A grade of 3.0 (B) is the minimum grade accepted for transfer credit.

**Master of Science in Biology Degree Requirements**

**Track A: General Biology**

The Master of Science in Biology - Track A: General Biology requires 30 credits to complete the degree. Students must complete a research based thesis project (BIO 799 - 6 credits). In addition to BIO 799, the following courses are required: BIO 603, BIO 605, and ESC 601. The remaining courses, 15 credits, will be chosen according to the student’s career goals with faculty guidance.

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<tr>
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<tr>
<td>BIO 603</td>
<td>Scientific Communication</td>
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<tr>
<td>BIO 605</td>
<td>Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ESC 601</td>
<td>The Biosphere and Our Species</td>
<td>3</td>
</tr>
<tr>
<td>BIO 799</td>
<td>Thesis Research</td>
<td>1-6</td>
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**Biology Electives**

Five courses chosen from the following:

<table>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 617</td>
<td>Introduction to Tropical Ecology</td>
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</tr>
<tr>
<td>BIO 705</td>
<td>Biology of Cancer</td>
<td>3</td>
</tr>
<tr>
<td>BIO 706</td>
<td>Introduction to Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 708</td>
<td>Molecular Biology and Biotechnology Laboratory (RLA)</td>
<td>3</td>
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<tr>
<td>BIO 710</td>
<td>Advanced Topics in Gene Regulatory Systems</td>
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<tr>
<td>BIO 715</td>
<td>Methodologies of Biotechnology</td>
<td>3</td>
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<td>BIO 716</td>
<td>Applied Microbiology and Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 722</td>
<td>Marine Ecology</td>
<td>3</td>
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<tr>
<td>BIO 727</td>
<td>Conservation Biology</td>
<td>3</td>
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<tr>
<td>BIO 730</td>
<td>Principles and Methods of Systematics, Evolution, and Phylogeny OR</td>
<td>4</td>
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<tr>
<td>BIO 735</td>
<td>Biogeography</td>
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<tr>
<td>BIO 740</td>
<td>Advanced Microscopy</td>
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<tr>
<td>BIO 741</td>
<td>Cell Culture Techniques</td>
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<td>BIO 743</td>
<td>Cellular Toxicology</td>
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<tr>
<td>BIO 750</td>
<td>Laboratory Methods in Molecular Genetics</td>
<td>3</td>
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<tr>
<td>BIO 751</td>
<td>Molecular Genetics</td>
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<tr>
<td>BIO 760</td>
<td>Introduction to Bioinformatics and Genomics</td>
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</tr>
<tr>
<td>BIO 761</td>
<td>Mathematical Models in Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 771</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>ESC 702</td>
<td>Community Ecology</td>
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</tbody>
</table>

If the student is matriculated at the College of Staten Island as an undergraduate, they may not repeat any course for credit. In satisfying these 15 credits, students may also take up to six biology-related graduate courses offered in other departments at CSI, at other senior colleges in CUNY, or at the Graduate Center upon approval of the Program Coordinator. Students may also take up to 3 credits of Independent Study, in the event of class cancellation, upon approval of the Program Director.

**Track B: Biotechnology**

The Master of Science in Biology - Track B: Biotechnology requires 30 credits to complete the degree. Students must complete a research based thesis project (BIO 799 - 6 credits). In addition to BIO 799, the
following courses are required: BIO 603, BIO 706, and BIO 708. The remaining courses, 15 credits, will be chosen according to the student’s career goals with faculty guidance.

BIO 603  Scientific Communication  3
BIO 706  Introduction to Biotechnology  3
(RLA)
BIO 708  Molecular Biology and Biotechnology Laboratory (RLA)  3
BIO 799  Thesis Research  1-6

**Biology Electives**

Five courses chosen from the following:

BIO 705  Biology of Cancer  3
BIO 710  Advanced Topics in Gene Regulatory Systems  4
BIO 715  Methodologies of Biotechnology  3
BIO 716  Applied Microbiology and Biotechnology  3
BIO 740  Advanced Microscopy  3
BIO 741  Cell Culture Techniques  3
BIO 743  Cellular Toxicology  4
BIO 750  Laboratory Methods in Molecular Genetics  3
BIO 751  Molecular Genetics  4
BIO 760  Introduction to Bioinformatics and Genomics  4
BIO 771  Principles of Epidemiology  3

*If the student is matriculated at the College of Staten Island as an undergraduate, they may not repeat any course for credit. In satisfying these 15 credits, students may also take up to six biology-related graduate courses offered in other departments at CSI, at other senior colleges in CUNY, or at the Graduate Center upon approval of the Program Coordinator. Students may also take up to 3 credits of Independent Study, in the event of class cancellation, upon approval of the Program Director.*

Subtotal: 30

**Special Education Childhood (1-6) (MSED)**

Program Administrator:
Diane Brescia
Building (3S), Room 211A
Telephone: 718.982.3877
Email: diane.brescia@csi.cuny.edu

The program prepares students to teach students with disabilities in childhood. It is designed to serve dual functions through two distinct instructional sequences:

Sequence 1: This sequence is designed for those who have completed the course requirements for initial certification in childhood education from the New York State Department of Education. Upon satisfactory completion of the program, students will have met the academic requirements for professional certification in special education at the childhood level.

Sequence 2: This sequence is designed for college graduates who have not completed the course requirements for initial certification in childhood education. Upon satisfactory completion of the program, students will have met the academic requirements for initial certification in teaching students with disabilities in childhood.

**Admission Requirements**

For Sequence 1, candidates must have completed the courses required for a New York State initial certificate in childhood education or early childhood education. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. Candidates must also have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration, and an overall grade point average (GPA) at or above 3.0 (B). The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For Sequence 2, candidates must have a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, at least six credits each in English, history, mathematics, and science; one year of college-level foreign language or the equivalent; and an overall grade point average (GPA) at or above 3.0 (B). The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For both sequences, applicants whose GPAs fall below the required minimums may submit a letter of appeal to the admissions committee; however, such appeals will be granted only under extraordinary circumstances. Candidates appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts and sciences courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0 (B).

Applications for both sequences are accepted for the fall and spring semesters. All applications must include two
academic or professional letters of recommendation and a one- or two-page personal statement that discusses the academic, teaching, and/or work experiences that have led and prepared the applicant to pursue graduate study in education.

**Degree Requirements**

Sequence 1 consists of ten three-credit required courses and one elective for a total of 11 courses (33) credits. Sequence 2 consists of 14 three-credit required courses and a three- to six-credit, field-based requirement for a total of 45-48 credits. Several of the courses have fieldwork requirements. As a culminating experience, all students complete an original research paper in EDP 642 Research Project in Special Education.

**Sequence 1**

**Credit Distribution for Sequence 1 (33 credits)**

1. **Required Education Courses: (30 credits)**
   - EDP 610 Psychological Foundations of Special Children (Effective 2009) 3
   - EDP 611 Social Foundations of Special Education 3
   - EDP 621 Teaching English Language Arts and Social Studies in Special Education and Inclusive Classrooms 3
   - EDP 622 Classroom Management in Special Education and Inclusive Classrooms 3
   - EDP 624 Reading: Assessment and Instruction in Special Education and Inclusive Classrooms 3
   - EDP 626 Principles of Assessment in Special Education 3
   - EDP 630 Practicum in Special Education 3
   - EDP 640 Fundamentals of Research in Special Education OR EDD 630 Educational Seminar I 3
   - EDP 642 Research Project in Special Education OR EDP 631 Teaching Practicum I in Special Education 2
   - EDP 680 Integrating Technology in Math and Science Instruction in Special Education and Inclusive Classrooms 3

   **2. Elective Courses: One course from the following:**
   - EDD 620 The Teacher and Curriculum 3

   **Subtotal:** 33

**Sequence 2**

**Credit Distribution for Sequence 2 (45-48)**

1. **Core Courses (18 credits)**
   - EDD 602 Studies in Urban and Metropolitan Education 3
   - EDD 609 Child Cognitive Development and Learning 3
   - EDE 601 Teaching and Learning Social Studies in Elementary Education 3
   - EDE 602 Teaching and Learning Reading in Elementary Education 3
   - EDE 603 Teaching and Learning Mathematics in Elementary Education 3
   - EDE 604 Teaching and Learning Science in Elementary Education 3

   **2. Advanced Courses (24 credits)**
   - Students must complete all of the following:
     - EDP 612 Foundations of Special Education 3
     - EDP 621 Teaching English Language Arts and Social Studies in Special Education and Inclusive Classrooms 3
     - EDP 622 Classroom Management in Special Education and Inclusive Classrooms 3
EDP 626  Principles of Assessment in Special Education  3
EDP 640  Fundamentals of Research in Special Education  3
EDP 642  Research Project in Special Education  3
EDP 680  Integrating Technology in Math and Science Instruction in Special Education and Inclusive Classrooms  3

One of the following:
EDP 624  Reading: Assessment and Instruction in Special Education and Inclusive Classrooms  3
EDP 625  Reading: Advanced Instructional Methods  3

3. Field-based Experience (3-6 credits)
One of the following alternatives
EDP 631  Teaching Practicum I in Special Education  2
EDP 632  Teaching Practicum II in Special Education  1
EDP 633  Student Teaching in Special Education  6

Subtotal: 45-48

Special Education Adolescence Generalist (7-12) (MSEd)
Program Administrator:
Diane Brescia
Building (3S), Room 211A
Telephone: 718.982.3877
Email: diane.brescia@csi.cuny.edu

The program prepares students to teach students with disabilities in childhood. It is designed to serve dual functions through two distinct instructional sequences:
Sequence 1: This sequence is designed for those who have completed the course requirements for initial certification in childhood education from the New York State Department of Education. Upon satisfactory completion of the program, students will have met the academic requirements for professional certification in special education at the childhood level.
Sequence 2: This sequence is designed for college graduates who have not completed the course requirements for initial certification in childhood education. Upon satisfactory completion of the program, students will have met the academic requirements for initial certification in teaching students with disabilities in childhood.

Admission Requirements
For Sequence 1, candidates must have completed the courses required for a New York State Initial Certificate in early childhood, childhood, or adolescence education. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. Candidates must have a baccalaureate degree. Each candidate must have completed 36 credits in liberal arts and science concentration and one year of college-level foreign language or the equivalent. The overall grade point average (GPA) must be 3.0 (B) or above. According to New York State Department of Education (2010) special education requirements, each student must have completed two approved courses or a minimum of six credits in each of the following areas: Laboratory Science; History; English; and Mathematics. Each of these courses must be completed with a grade of 3.0 (B) or better. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For Sequence 2, candidates must have a baccalaureate degree. Each candidate must have completed 36 approved credits in a liberal arts and sciences and one year of college-level foreign language or the equivalent; and an overall grade point average (GPA) at or above 3.0 (B). According to the New York State Department of Education (2010) special education requirements, each student must have completed two approved courses or a minimum of six credits in each of the following areas: Laboratory Science; History; English and Mathematics. Each of these courses must be completed with a grade of 3.0 (B) or better. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For both sequences, applicants whose GPAs fall below the required minimums may submit a letter of appeal to the admissions committee; however, such appeals will be granted only under extraordinary circumstances. A candidate appealing for admission must present documentation demonstrating the ability to succeed in the program. The candidate may also be required to take up to 24 credits in the liberal arts and sciences courses, as prescribed by the program coordinator, in which each of these courses must be completed with a grade 3.0 (B) or better.

Applications for both sequences are accepted for the fall and spring semesters. All applications must include two academic or professional letters of recommendation and a
one- or two-page personal statement that discusses the academic, teaching, and/or work experiences that have led and prepared the applicant to pursue graduate study in education.

**Degree Requirements**

Sequence 1 consists of ten three-credit required courses and one elective course for a total of 11 courses (33 credits). Sequence 2 consists of 14 three-credit required courses and a three- to six-credit field-based requirement for a total of 45-48 credits. Several courses have fieldwork requirements as indicated in the course descriptions. A capstone research project based on student's research is completed over the span of EDP 640 and EDP 642.

**Sequence 1**

**Credit Distribution for Sequence 1 (33 credits)**

1. **Core Courses (30 credits)**
   - EDP 610: Psychological Foundations of Special Children (Effective 2009) 3
   - EDP 611: Social Foundations of Special Education 3
   - EDP 622: Classroom Management in Special Education and Inclusive Classrooms 3
   - EDP 626: Principles of Assessment in Special Education 3
   - EDP 630: Practicum in Special Education 3
   - EDP 640: Fundamentals of Research in Special Education OR Educational Seminar I 3
   - EDP 642: Research Project in Special Education OR Educational Seminar II 3
   - EDP 645: Teaching English Language Arts and Social Studies to Adolescent Students with Special Needs 3
   - EDP 646: Reading Instruction and Assessment of Adolescent Students with Special Needs 3
   - EDP 647: Integrating Technology into Teaching Math and Science to Adolescent Students with Special Needs 3

   2. **Elective Courses: One from the following: (3 credits)**
      - EDD 620: The Teacher and Curriculum Improvement 3
      - EDP 625: Reading: Advanced Instructional Methods 3
      - EDP 627: Assessment for Instruction in Special Education 3

      **Subtotal:** 33

**Sequence 2**

**Credits Distribution for Sequence II (45-48 credits)**

1. **Core Courses (18 credits)**
   - EDD 602: Studies in Urban and Metropolitan Education 3
   - EDD 610: Adolescent Development and Learning 3
   - EDE 651: Integrated Strategies for Underachieving Readers 3
   - EDM 605: Curriculum and Pedagogy Support in the Social Studies for Special Education Teachers of Adolescent Students 3
   - EDM 606: Curriculum and Pedagogy Support in Math for Special Education Teachers of Adolescent Students 3
   - EDM 607: Curriculum and Pedagogy Support in Science for Special Education Teachers of Adolescent Students 3

2. **Advanced Courses (24 credits)**
   - EDP 612: Foundations of Special Education and Inclusive Classrooms 3
   - EDP 622: Classroom Management in Special Education and Inclusive Classrooms 3
   - EDP 626: Principles of Assessment in Special Education 3
   - EDP 640: Fundamentals of Research in Special Education 3
   - EDP 642: Research Project in Special Education 3
   - EDP 645: Teaching English Language Arts 3
Business Analytics of Large-Scale Data, Advanced Certificate

School of Business, Building 3N, Room 219
Founding Dean, Susan Holak, BS, MPhil, PhD

Program Coordinator:
Professor Hyoung-Suk Shim
Building 3N, Room 224A
Telephone: 718.982.3309
Email: hyoungsuk.shim@csi.cuny.edu

The College of Staten Island offers a certificate program in Business Analytics of Large-Scale Data. Designed for a broad spectrum of students with undergraduate degrees in business and related fields, it is focused on addressing the need for skilled analytical researchers with experience in large-scale databases.

The certificate consists of five courses, including two focusing on large-scale data analytical techniques and one devoted to forecasting. The first large-scale data analysis course introduces students to the supercomputing environment; the second course builds on the first by incorporating additional analytical techniques and spatial analysis. After students complete Forecasting for Managers and Researchers (third course), the research-based fourth course provides them with the opportunity to pursue independent research in their discipline using large-scale data; specializations in marketing, finance, data security, and other options will be available. Finally, the fifth course is a current topics seminar incorporating timely industry cases and guest speakers. Students have flexibility in terms of taking the topics seminar.

The School of Business at the College of Staten Island has the breadth and depth of faculty expertise in data analysis and forecasting to develop this program. The existing faculty members representing Finance, Economics and Information Management have the skills and background in industry forecasting and statistical modeling to develop and teach these courses. Our faculty members already participate in the research at the CUNY High Performance Computing Center and have in-depth knowledge of advanced computational methods. We also currently support doctoral students who have a research focus on advanced computational methods.

Admission Requirements

1. An applicant must have completed a bachelor's degree in Business, Economics, or a related field, or be a current student in a graduate degree program (e.g., Environmental Science, Biology, Computer Science or other related fields). Additional coursework may be required to make up for any deficiencies in background, as will be determined by an admissions committee for the program. (The admissions committee comprises faculty members from the School of Business).

2. An applicant must have earned a bachelor's degree with a grade-point average of at least 3.0 in the undergraduate major and a minimum overall grade-point average of 3.0.

3. Two letters of recommendation.

4. Current resume detailing all relevant past and present professional employment, experience, memberships, and related service.

5. A cover letter describing the applicant’s relevant experience as well as the reason and motivation for applying for the Graduate Certificate.

6. The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam is a requirement of students for whom English is a second language. The minimum score required for TOEFL is 79 (Internet). The minimum score of the IELTS exam is 6.5 (overall band).

Expected Prior Knowledge and Experience

Prior to enrollment, students are expected to be familiar with computation methods using programming techniques of a high-level computing language (e.g., SAS, Matlab R). In addition, undergraduate preparation in statistics, analytical methods and calculus is required. Finally, students are also expected to have an understanding of economics at the principles level and to have a minimum of a 3.0 overall undergraduate grade point average.

Pre-Certificate Preparation and Preparation Course
Before enrollment in the certificate program, an assessment test in statistical methods will be administered in order to determine preparation for the program. Students with insufficient knowledge in programming and statistical methods can prepare to participate in the Large-Scale Data Certificate Program by completing BDA 651.

**Continuation Requirements and Award of Certificate**

Each student must maintain an average of 3.0 in the four core courses in order to be awarded the Certificate. Students who drop below a 3.0 average may continue in the Program but may not be awarded the Certificate. No grade in an individual course may be below 2.0 for the Certificate to be awarded. If a student earns a grade below 3.0 (and above 2.0) in one of the four core courses, s/he will be encouraged to retake the course in order to meet the minimum grade average 3.0.

Each student must conduct him/herself in an ethical manner both professionally and personally. Serious breaches in ethics or professionalism will result in expulsion from the Program and a denial of being awarded the Certificate.

**Graduate Course Double Counting Policy**

The undergraduate students satisfying the following criteria may be granted permission to take up to two graduate courses (to fulfill their 300 or 400 level elective requirements) at undergraduate tuition to be counted towards their bachelor's degree. These graduate courses will be double-counted toward their Business Data Analytics Certificate program. This allows students to earn both the bachelor’s and the advanced certificate in 4.5 years.

**Criteria:**

1. Current enrollment in bachelor’s degree in Accounting, Business, or Economics at the College of Staten Island and successful completion of three years of study with 90 or more earned credits.
2. Cumulative GPA 3.3 or above.
3. Two letters of recommendation, at least one from a full-time College of Staten Island Business School faculty under whom the applicant has studied.
4. Permissions from the course instructor, the coordinator of the graduate program, and the department chairperson.
5. Application for admission and conditional acceptance into the Business Management graduate program.
6. All graduate courses in the MS in Accounting can be taken as double-counting courses.

**Business Analytics of Large-Scale Data Certificate Requirements**

- BDA 761 Big Data Management in a Supercomputing Environment 3
- BDA 762 Analysis Techniques for Large-Scale Data-Spatial Statistical Techniques 3
- BDA 763 Forecasting for Managers and Researchers 3
- BDA 764 Research Project in Large-Scale Data 3
- BDA 765 Seminar in Big Data - Current Topics OR 3
- CSC 735 Machine Learning and Data Mining 3

**Business Management (MS)**

Lucille and Jay Chazanoff School of Business, Building 3N, Room 219
Founding Dean, Susan Holak, BS, MPhil, PhD

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**Program Coordinator for Strategic Management Track:**

Professor Chandan Acharya
Building 3N, Room 231
Telephone: 718.982.2953
Email: chandan.acharya@csi.cuny.edu

**Program Coordinator for Large-Scale Data Analysis:**

Professor Hyuong Suk Shim
Building 3N, Room 224A
Telephone: 718.982.3309
Email: hyoungsuk.shim@csi.cuny.edu

The College of Staten Island offers a program leading to the degree of Master of Science in Business Management. Designed for a broad spectrum of students with undergraduate degrees in business and related fields, it is focused on strategic management and accounting skills with required courses in major decision-making areas. Students will study advanced analytical methods and theory and acquire experience with new technology. Students may choose either the Strategic Management Track or the Large-Scale Data Analysis Track in order to complete the Master of Science in Business Management.

The Department of Business at CSI also offers Baccalaureate degrees in Accounting and in Business (with concentrations in Finance, International Business, Management, and Marketing,) and, in conjunction with the Department of Computer Science, a Baccalaureate degree.
in Information Systems. The Department of Media Culture offers degrees in Corporate Communications; the Department of Political Science, Economics, and Philosophy offers degrees in Economics. Graduates in all of these disciplines are potential candidates for the Master’s degree program in Business Management.

In addition, the program serves Accounting graduates who will need 150 hours of baccalaureate and post-baccalaureate education to sit for the Certified Public Accountant examination.

The Master’s degree program in Business Management at CSI is unique in CUNY. It specializes in management decision making and is thus appropriate for both accounting and non-accounting student populations.

Objectives of the Master’s degree program in Business Management include:

- Graduates with a background in accounting will acquire the credentials to sit for the CPA examination.
- Graduates will learn the analytical methods currently used to assess businesses and non-profit organizations, planning and implementation processes, and control methods.
- Graduates will update and hone their skills in decision making, analysis, and technology.
- Graduates will understand current theories and issues of business ethics, ethical dilemmas, and the role of ethics in decision making.
- Graduates will be familiar with the global marketplace and its implications for business.

**Business Management Admission Requirements**

The program admits students for the fall and spring semester. In order to be admitted to the program, the following is required:

- Baccalaureate degree with overall Grade Point Average (GPA) of 3.0 or higher.
- Resume: A brief 1-2 page resume which should be fully up-to-date and include all post-college work experience.
- Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE): We require a score report for the GMAT or the GRE (General). The CSI Institution code for GMAT is 282KN35 and for GRE is 2778. Students from CSI or an AACSB-accredited institution who have an undergraduate GPA of 3.2 or higher can request a waiver subject to review.
- The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS): The TOEFL or IELTS exam is a requirement of students for whom English is a second language. The minimum required score for the TOEFL is 79 (Internet). For additional information or to register for the exam, please visit the TOEFL website at www.ets.org. Our institutional code is 2778. For the IELTS, we will only accept the academic exam scores. The minimum required score is 6.5 (overall band). For additional information or to register for the exam, please visit the IELTS website at www.ielts.org.
- Two letters of recommendation from instructors or employers. One letter, whenever possible, should come from a current or former employer. Recommendations can be hand-delivered or mailed to the address below or emailed by the recommender directly to graduateadmissions@csi.cuny.edu.
- Transcripts: Applicants must request official transcripts from all postsecondary institutions attended. If you are currently enrolled in a postsecondary institution, have one transcript sent now and another sent when you complete the courses that you are taking. Applicants who have been enrolled at CSI do not need to request a CSI transcript; the Office of Recruitment and Admissions will obtain a copy. CSI students with an undergraduate GPA of 3.5 or higher may be fast-tracked. Please contact graduateadmissions@csi.cuny.edu.

**Business Management Degree Requirements**

Students in the Master’s degree program in Business Management are required to take 30 credit hours, or ten courses at three credits each, at the graduate level. Students may choose either the Strategic Management Track or the Large-Scale Data Analysis Track in order to complete the Master of Science in Business Management.

**Graduate Course Double Counting Policy**

Undergraduate students majoring in Accounting, Business or Economics at the College of Staten Island and satisfying the following criteria may be granted permission to take up to three graduate courses at undergraduate tuition to be counted towards their bachelor’s degree. These graduate courses may be used only to substitute for 400-level elective requirements (ACC, BDA, BUS, ECO, FNC, MGT, MKT) designations. All graduate courses in the Business Management program can be taken as double-counting courses. All graduate courses in the Business Management Program can be taken This allows students to
earn both the bachelor’s and the master’s degrees in five years.

**Criteria:**

1. Current enrollment in bachelor’s degree in Accounting, Business, or Economics at the College of Staten Island and successful completion of three years of study with 90 or more earned credits.
2. Cumulative GPA 3.3 or above.
3. Two letters of recommendation, at least one from a full-time College of Staten Island Business School faculty under whom the applicant has studied.
4. Permissions from the course instructor, the coordinator of the graduate program, and the department chairperson.
5. Application for admission and conditional acceptance into the Business Management graduate program.

**A. Strategic Management Track**

The Strategic Management Track offers students an opportunity to study management with a focus on management theory and decision-making skills. Students are given a firm grounding in management, finance, marketing, ethics, human resource management, and global business strategy and have the option to take courses in various areas of business practice.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 600</td>
<td>The Administrative Process</td>
<td>3</td>
</tr>
<tr>
<td>MGT 605</td>
<td>Business, Government, and Society</td>
<td>3</td>
</tr>
<tr>
<td>MKT 600</td>
<td>Strategic Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>FNC 600</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 710</td>
<td>Leadership and Organizational Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>MGT 720</td>
<td>Global Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 730</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 770</td>
<td>Managerial Decision Making and Applications</td>
<td>3</td>
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**Electives: Select two courses from the following list.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACC 725</td>
<td>Forensic Accounting</td>
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<tr>
<td>ACC 730</td>
<td>Accounting/Management Information Systems</td>
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<tr>
<td>ACC 740</td>
<td>Tax Strategies and Business Decisions</td>
</tr>
<tr>
<td>BDA 651</td>
<td>Computational and Statistical Methods for Business and Economics</td>
</tr>
<tr>
<td>BDA 761</td>
<td>Big Data Management in a Supercomputing Environment</td>
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<tr>
<td>BDA 762</td>
<td>Analysis Techniques for Large-Scale Data-Spatial Statistical Techniques</td>
</tr>
<tr>
<td>BDA 763</td>
<td>Forecasting for Managers and Researchers</td>
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<tr>
<td>BDA 764</td>
<td>Research Project in Large-Scale Data</td>
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<tr>
<td>BDA 765</td>
<td>Seminar in Big Data - Current Topics</td>
</tr>
<tr>
<td>BUS 605</td>
<td>The Business of Healthcare</td>
</tr>
<tr>
<td>BUS 710</td>
<td>Labor Relations and Conflict Management</td>
</tr>
<tr>
<td>BUS 720</td>
<td>Global Business Strategy Abroad: Focusing on a Foreign-Based Firm</td>
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<tr>
<td>FNC 710</td>
<td>Healthcare Finance</td>
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<td>FNC 730</td>
<td>Financial Statement Analysis</td>
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<td>FNC 740</td>
<td>Financial Planning</td>
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<td>ISI 710</td>
<td>Information Systems for Healthcare</td>
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<td>MGT 725</td>
<td>Healthcare Management</td>
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<td>MGT 790</td>
<td>Seminar in Contemporary Business Topics</td>
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<tr>
<td>MKT 730/MGT 735</td>
<td>Services Marketing and Management</td>
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<tr>
<td>MKT 740</td>
<td>Business-to-Business Marketing</td>
</tr>
<tr>
<td>MGT 720</td>
<td>Global Business Strategy</td>
</tr>
<tr>
<td>MGT 770</td>
<td>Managerial Decision Making and Applications</td>
</tr>
</tbody>
</table>

**B. Large-Scale Data Analysis Track**

The Large-Scale Data Analysis Track offers students wishing to study management with a focus on quantitative management the opportunity to focus their study on the areas of management that are strongly grounded in quantitative methods. The track is focused on large-scale data and includes significant opportunity to utilize the large scale computational resources of the CUNY High Performance Computing Center.

**Core Course**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MGT 600</td>
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<tr>
<td>MGT 605</td>
<td>Business, Government, and Society</td>
</tr>
<tr>
<td>MKT 600</td>
<td>Strategic Marketing Management</td>
</tr>
<tr>
<td>BDA 763</td>
<td>Forecasting for Managers and Researchers</td>
</tr>
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**Advanced Courses**

<table>
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<th>Course</th>
<th>Title</th>
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<tr>
<td>BDA 761</td>
<td>Big Data Management in a Supercomputing Environment</td>
</tr>
<tr>
<td>BDA 764</td>
<td>Research Project in Large-Scale Data</td>
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<tr>
<td>MGT 720</td>
<td>Global Business Strategy</td>
</tr>
<tr>
<td>MGT 770</td>
<td>Managerial Decision Making and Applications</td>
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</table>

**Business Data Analytics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDA 762</td>
<td>Analysis Techniques for Large-Scale Data-Spatial Statistical Techniques</td>
</tr>
<tr>
<td>BDA 765</td>
<td>Seminar in Big Data - Current Topics</td>
</tr>
</tbody>
</table>
The program is designed to provide advanced education in this rapidly evolving and challenging discipline. It serves those students who wish to increase their professional competence for business, industry, and research and development laboratories, as well as those students who wish to enter careers in research and teaching. Students may continue in doctoral programs in computer science including the CUNY Graduate Center’s Ph.D. Program in Computer Science in which CSI participates.

All students are required to take 10 graduate courses (30 credits). These include three foundation courses, and seven additional Computer Science graduate courses. The three foundation courses cover theoretical computer science, advanced operating systems, computer architecture/parallel programming. Courses to meet the remaining requirements are chosen in consultation with the graduate program coordinator to create a program that meets the needs of the individual student.

Any other registered CSI graduate course in computer science shall be counted as an elective for the purposes of fulfilling the MS in Computer Science degree requirements, with the following exceptions: those courses specifically identified as computing for teachers or other computer science teacher education courses or those courses identified as graduate proficiency courses.

**Admission Requirements**

1. A Bachelor of Science degree in Computer Science or related area with a B average (3.0 out of 4.0) overall and in the major
2. Resume
3. Demonstrable Knowledge of:
   - High-Level Programming Language(s)
   - Computer Architecture
   - Discrete Mathematics
   - Data Structures
   - Software Design
   - Digital Design
   - Operating Systems
   - Calculus
   - Probability or Linear Algebra
4. Students who satisfy the requirements listed above will be admitted as matriculated graduate students.
5. Students transferring from other related majors will be permitted to remedy undergraduate course deficiencies as follows: students missing any of the listed subject(s) must take the corresponding undergraduate courses or take a challenge exam. No more than nine graduate credits may be completed before deficiencies have been remedied. Undergraduate courses taken to remove deficiencies must be in addition to the regular coursework for the MS degree.

**Graduate Course Double Counting Policy**

Undergraduate students majoring in Computer Science or Computer Science/Mathematics and satisfying the following criteria may be granted permission to take up to three graduate courses at undergraduate tuition to be counted towards their bachelor’s degree. These courses may be used only to substitute for 400 level Computer Science elective courses (CSC designation). These graduate courses will be double-counted toward their master’s degree. This allows students to earn both the bachelor’s and the master’s degrees in five years.

**Criteria:**

1. Current enrollment in bachelor’s degree in Computer Science or Computer Science / Mathematics at CSI and successful completion of three years of study with 90 or more earned credits.
2. Cumulative GPA 3.3 or above.
3. Two letters of recommendation, at least one from a full-time CSI Computer Science faculty under whom the applicant has studied.
4. Permissions from the course instructor, the coordinator of the graduate program, and the department chairperson.
5. Application for admission and conditional acceptance to the Computer Science graduate program

**Computer Science Master of Science Degree Requirements**

1. Matriculated status
2. A program of 10 courses (30 credits) with at least a 3.0 (B) average.

**Core Courses**

- CSC 716 Advanced Operating Systems 3
- CSC 727 Algorithms and Information 3
- Structures
The remaining seven courses will be chosen from any of the following: courses listed below under specialization areas; CSC 755 Applied Mathematics for Computer Science; CSC 759 Graduate Research Laboratory. Exceptional students may be permitted to satisfy six credits of the total credit requirement with a master’s thesis. For specialization one must take two courses from one area and complete a master’s thesis or project.

Specialization Areas

**Artificial Intelligence and Data Analytics**
- CSC 706 Computer Graphics
- CSC 731 Artificial Intelligence and Knowledge Engineering
- CSC 732 Pattern Recognition and Neural Networks
- CSC 733 Natural Language Processing
- CSC 735 Machine Learning and Data Mining
- CSC 741 Digital Image Processing
- CSC 747 Digital Signal Processing
- CSC 767 Neural Networks and Deep Learning
- CSC 769 Graph-Based Analysis for Big Data in Social Networks

**Cloud Computing and Software Engineering**
- CSC 710 Software Engineering
- CSC 712 Compiler Construction
- CSC 713 Advanced Systems Programming
- CSC 714 Software Systems Analysis Design
- CSC 715 Database Theory
- CSC 744 Computer Performance Evaluation
- CSC 750 Computer-aided Analysis and Design
- CSC 752 Management Information Systems
- CSC 754 Topics in System Simulation
- CSC 770 Parallel Computing

**Cybersecurity and Networks**
- CSC 742 Advanced Microcomputer Systems Design
- CSC 747 Digital Signal Processing
- CSC 748 Quantitative Analysis of Computer Architecture
- CSC 756 Network Security
- CSC 757 Telecommunication Networks
- CSC 760 High-speed LAN and WAN
- CSC 762 Fundamentals of Wireless Communications

- CSC 764 Intelligent Networks
- CSC 768 Cryptography

Please speak to your advisor if one of these specializations interests you so you plan to take the courses corresponding to the specialization.

Certain specialization areas within computer science are well represented by the department faculty research interests. Students interested in specializing in an area specified above are advised to select courses from the courses listed in that area.

Subtotal: 30

**Electrical Engineering (ME)**

Director and Preceptor for Information Specialization:
Professor Vinay Vaishampayan
Building 1N, Room 231
Telephone: 718.982.3132
Email: DirectorMEEE@csi.cuny.edu

Preceptor for Photonic Systems & Networks
Professor Mark D. Feuer
Building 4N, Room 204
Telephone: 718.982.2808
Email: mark.feuer@csi.cuny.edu

The Master of Engineering in Electrical Engineering (M.E.E.E.) is a professional degree that provides advanced practical and theoretical training in electrical engineering. Graduates will be prepared to excel in careers in the public or private sector that require them to solve problems in communications, photonics, signal and information processing, electronics, electric power, and related fields. The M.E.E.E. program is designed to make a difference, not just in students’ resumes, but in their ability to thrive and grow in today’s technical workplaces. For those who decide to go further with their studies, the M.E.E.E. has been specifically arranged to mesh smoothly with the Ph.D. program currently in place at CUNY’s City College.

**Master of Engineering in Electrical Engineering Admission Requirements**

The Master of Engineering in Electrical Engineering Committee on Admission & Standing (MEEE-CAS), with the consent of the Director of the M.E.E.E. program, will determine acceptance into the program. Applicants are required to complete the online College of Staten Island Graduate Admissions Application. The General Aptitude Test (GRE) is strongly recommended but not required of applicants.

1. BS in Electrical Engineering from an accredited institution (students with a baccalaureate degree in a
related field such as Physics, Mathematics, or Computer Science may be accepted by a decision of the MEEE-CAS, with the consent of the program Director).

2. Two letters of recommendation testifying to the applicant’s ability to complete successfully the program of graduate study.

3. Applicants must provide a one page personal statement which expresses their goals and philosophy for studying and practicing electrical engineering.

4. A minimum score of 73 on the TOEFL-iBT, or a score of 6 on the IELTS (academic exam) is required of all applicants for whom English is a second language.

Conditionally matriculated status: Applicants who meet most, but not all, of the admissions requirements may be admitted with conditionally matriculated status. These students will be required to complete undergraduate courses needed to remedy any gaps in the student's preparation in Electrical Engineering, as specified by the student's Graduate Advisor. Upon successful completion of the specified courses, with a grade of B or better, the student will be matriculated in the program. Undergraduate courses required to achieve fully matriculated status will not count towards the 30 graduate credits required for the Master of Engineering in Electrical Engineering degree.

Transfer Students
Students who have taken graduate work at other institutions may receive up to nine transfer credits provided that the material is equivalent to a graduate course included within the Electrical Engineering Master’s program and that it was completed with a grade of B or better within a five-year period preceding matriculation at the College of Staten Island.

Academic Standing
It is expected that graduate students will maintain a high scholastic standing, as represented by an average grade of B or better in program courses. Failure to maintain satisfactory scholastic standing, irregularity in attendance, or other misconduct will be grounds for a student to be placed on probationary status by the MEEE-CAS. Regular status will be reinstated when the average grade has been improved to B and any conditions imposed regarding other misconduct have been satisfied. Students on probationary status cannot apply for the degree.

After two consecutive semesters on probation, any student who has not met the requirements for restoration to regular status will be required to withdraw from the program. Waivers of this policy, as well as readmission after an involuntary withdrawal, will be at the recommendation of the MEEE-CAS, with the approval of the program Director.

Graduate Course Double Counting Policy
Undergraduate students satisfying the following criteria may be granted permission to take up to two graduate courses (to fulfill their 400 level elective requirements) to be counted towards both their bachelor’s and master’s degree. This allows students to earn both the bachelor’s and the master’s degrees in five years.

Criteria:
1. Current enrollment in bachelor’s degree in Electrical Engineering at College of Staten Island and successful completion of three years of study with 90 or more earned credits.
2. Cumulative GPA 3.0 or above.
3. Two letters of recommendation, at least one from a full-time College of Staten Island ENS faculty under whom the applicant has studied.
4. Permissions from the coordinator of the graduate program, and the department chairperson.
5. Application for admission and conditionally accepted to Master of Engineering in Electrical Engineering program.
6. Graduate courses in the following list are eligible: ELE 600 (Probability and Stochastic Processes in Engineering), ELE 610 (Advanced Signal Processing), ELE 620 (Networking Systems and Protocols), ELE 630 (Semiconductor Devices), ELE 636 (Electrical Machines and Energy Systems), ELE 641 (Advanced Digital Communications), ELE 652 (Information Theory), ELE 701 (Photonic Devices), ELE 713 (Principles and Practice of Secure Networking), ELE 722 (Data Modeling and Compression), ELE 732 (Estimation, Detection, Learning and Inference), ELE 736 (Electric Power Transmission and Distribution), ELE 741 (Photonic Systems and Networks), ELE 755 (Principles and Practice of Machine Vision)

Master of Engineering in Electrical Engineering Degree Requirements
To qualify for the master’s degree, each student must complete 30 credits of graduate courses, including all of the program’s four Core courses, with a grade of B or better. Ordinarily, all of the 30 credits will be derived from Electrical Engineering courses taken at the College of Staten Island. However, graduate courses taken in other departments and at other institutions may be accepted for the degree with written approval of the Director of the M.E.E.E. program. No more than 9 credits derived from courses taken outside the department (including no more than 6 credits taken outside of the Electrical Engineering discipline) will be accepted for the M.E.E.E. degree.

As noted above, transfer students who have taken graduate work at other institutions may receive up to nine transfer credits.
Master’s candidates must complete the required course work within a period of five years from the date of admission.

A. Core Requirements (12 credits)
- ELE 600 Probability Theory and Stochastic Processes in Engineering
- ELE 610 Advanced Signal Processing
- ELE 620 Networking Systems and Protocols
- ELE 630 Semiconductor Devices

B. Electives chosen in consultation with an advisor (18 credits)
- ELE 636 Electrical Machines and Energy Systems
- ELE 641 Advanced Digital Communications
- ELE 652 Information Theory
- ELE 701 Photonic Devices
- ELE 713 Principles and Practice of Secure Networking
- ELE 722 Data Modeling and Compression
- ELE 732 Estimation, Detection, Learning, and Inference
- ELE 736 Electrical Power Transmission and Distribution
- ELE 741 Photonic Systems & Networks
- ELE 755 Principles and Practice of Machine Vision
- ENS 762 Fundamentals of Wireless Communication
- ELE 79P Master’s Advanced Research Project
- ELE 79T Master’s Topical Study Project

C. In addition, students must complete one of the following options:

1. A topical literature review project (3 credits)
   - ELE 79T Master's Topical Study Project

2. A research/design project (3-6 credits)
   - ELE 79P Master's Advanced Research Project

3. A comprehensive examination
   Project credits will be counted towards the 30-credit degree requirement, up to a maximum of 6 credits from project courses. The master’s project must be completed before the scheduled final examination week so that an appropriate grade may be assigned at the end of the final examination period.

Subtotal: 30

Healthcare Management (MS)

The College of Staten Island offers a program leading to the degree of Master of Science in Healthcare Management -- an enormously important and rapidly growing business sector. The degree provides specialized content for those working in health care, and those who wish to enter the healthcare industry. It is designed for new graduates and mid-career professionals to acquire in-depth training in the area of management focused on the needs of healthcare providers. We welcome students from a range of disciplines such as dentistry, gerontology, medicine, nursing, nutrition, occupational and physical therapies, pharmacy, and social work as well as students who are non-clinical professionals working in health care or who have an interest in working in the healthcare industry. The MS in Healthcare Management is designed to 1) help newly promoted and rising healthcare professionals to make an effective transition from clinical and technical roles into broader managerial roles, and 2) enable people with an educational or professional background in business to apply business knowledge to the healthcare industry.

Graduates of the Master’s degree program in Healthcare Management will be able to:
- Apply business knowledge to the healthcare industry
- Demonstrate leadership intelligence
- Apply ethical standards to management decisions
- Communicate clearly and work effectively in a pluralistic group setting

Healthcare Management Admission Requirements

The program admits students for the fall and spring semester. In order to be admitted to the program, the following is required:
- Baccalaureate degree with overall Grade Point Average (GPA) of 3.0 or higher.
- Resume: A brief 1-2 page resume which should be fully up-to-date and include all post-college work experience.
- Two letters of recommendation: Two letters of recommendation from instructors or employers. One letter, whenever possible, should come from a current or former employer. Recommendations can be hand-delivered or mailed to the address below or emailed by the recommender directly to graduateadmissions@csi.cuny.edu.

Graduate Programs of Study | 71
Building 3N, Room 231
Telephone: 718.982.2953
Email: chandan.acharya@csi.cuny.edu
• Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE): We require a score report for the GMAT or the GRE (General). The CSI Institution code for GMAT is 282KN35 and for GRE is 2778 to review. Students from CSI or an AACSB-accredited institution who have an undergraduate GPA of 3.2 or higher can request a waiver subject.

• Transcripts: Applicants must request official transcripts from all postsecondary institutions attended. If you are currently enrolled in a post secondary institution, have one transcript sent now and another sent when you complete the courses that you are taking. Applicants who have been enrolled at CSI do not need to request a CSI transcript; the Office of Recruitment and Admissions will obtain a copy.

• The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS): The TOEFL or IELTS exam is a requirement of students for whom English is a second language. The minimum required score for the TOEFL is 79 (Internet). For additional information or to register for the exam, please visit the TOEFL website at www.ets.org. Our institutional code is 2778. For the IELTS, we will only accept the academic exam scores. The minimum required score is 6.5 (overall band). For additional information or to register for the exam, please visit the IELTS website at www.ielts.org

*CSI students with an undergraduate of 3.5 or higher may be fast-tracked. Please contact graduateadmissions@csi.cuny.edu.

Healthcare Management Degree Requirements

Students in the Master's degree program in Healthcare Management are required to take 33 credit hours, or 11 courses at 3 credits each, at the graduate level.

The MS in Healthcare Management focuses on providing a broad base of business knowledge supplemented with targeted material about healthcare management. The degree provides training in valued knowledge and skills as identified in consultation with industry experts.

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 600</td>
<td>The Administrative Process</td>
<td>3</td>
</tr>
<tr>
<td>BUS 605</td>
<td>The Business of Healthcare OR</td>
<td>3</td>
</tr>
<tr>
<td>NRS 705</td>
<td>Health Organizations, Policy, Financing, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MKT 600</td>
<td>Strategic Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advanced Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 710</td>
<td>Leadership and Organizational Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>NRS 755</td>
<td>Applications of Leadership Models in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>FNC 710</td>
<td>Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>NRS 759</td>
<td>Clinical Finance &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>ISI 710</td>
<td>Information Systems for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>BUS 710</td>
<td>Labor Relations and Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 725</td>
<td>Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 730</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 730/MGT 735</td>
<td>Services Marketing and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 33

### Teaching of English to Speakers of Other Languages (TESOL) (MEd)

- **Program Administrator:** Diane Brescia
  
  Building (3S), Room 211A
  
  Telephone: 718.982.3877
  
  Email: diane.brescia@csi.cuny.edu

- **Faculty Advisor:** Associate Professor Rachel Grant
  
  Building (3S), Room 226
  
  Telephone: 718.982.3740
  
  Email: rachel.grant@csi.cuny.edu

The Teaching of English to Speakers of Other Languages (TESOL) Master's level program will prepare teacher candidates to be certified to teach English language learners (ELLs) in public and private schools. This program prepares students to teach children and adolescents for whom English as an additional language. This program will lead to New York State TESOL PreK-12 teacher certification by offering two pathways to NYS teacher certification and a Master's of Science in Education (MSEd) degree with a concentration in TESOL. In addition, this program offers the MSEd degree with a concentration in TESOL to individuals not seeking NYS teacher certification but who are seeking the MSEd degree to work with English language learners (ELLs) in a range of public and private settings (i.e. community-based NGOs, etc.).

### TESOL Admission Requirements
The Teaching of English to Speakers of Other Languages (TESOL) Master's level program will prepare teacher candidates to be certified to teach English language learners (ELLs) in public and private schools. This program prepares students to teach children and adolescents for whom English as an additional language. This program will lead to New York State TESOL PreK-12 teacher certification by offering two pathway to NYS teacher certification and a Master's of Science in Education (MSEd) degree with a concentration in TESOL. In addition, this program offers the MSEd degree with a concentration in TESOL to individuals not seeking NYS teacher certification but who are seeking the MSEd degree to work with English language learners (ELLs) in a range of public and private settings (i.e. community-based NGOs, etc.). These options are outlined below as Tracks 1, 2 and TESOL Non-Cert.

General Admission Requirements for All Tracks

Candidates must have a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, and an overall grade point average (GPA) at or above 3.0 (B). Applicants whose GPAs fall below the required minimum may submit a letter of appeal to the admissions committee; however, such appeals will be granted only under extraordinary circumstances. Candidates appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts or sciences courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0 (B). Candidates must have completed at least 12 semester hours of a language other than English.

International candidates must hold a credential that we evaluate to be comparable to a four-year bachelor’s degree from a regionally accredited university or college in the United States. Official documents must be issued by the degree-granting institution.

International students must have full command of academic English at the graduate level in order to be successful throughout their studies. All applicants from non-English speaking countries where English is not an official language are required to take an English proficiency examination and meet minimum scores set by CSI in order to be considered for admission. The Test of English as a Foreign Language (TOEFL), Pearson Test of English, International English Language Testing System (IELTS) exams can be used to meet this requirement.

Applications are accepted for fall and spring semesters. All applications must include two academic or professional letters of recommendation, a one- or two page personal statement that discusses the academic, teaching, and/or work experiences that have led them and prepared the applicant to pursue graduate study in education. All applicants must complete the graduate application form and participate in an individual interview.

Track Specific Requirements

Track 1

Track 1 leads to a Master of Science in Education degree and to NYS Teacher Initial Certification in TESOL. Candidates must complete the courses required for a New York State initial certificate in early childhood, childhood or adolescence education or its equivalent from another state. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

Track 2

Track 2 leads to a Master of Science in Education degree and to NYS Teacher Initial Certification in TESOL. NY State Initial Certification in another license area (early childhood, childhood, adolescence education) is NOT required for admissions. However, candidates must have an introductory academic experience in the following areas: A) special education; B) learning and development; C) social foundations of education; and D) literacy education, linguistics, or English Education. Applicants may be admitted as conditionally matriculated students while they complete these educational requirements. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

TESOL Non-Cert Track

The TESOL Non-Cert Track leads to Master of Science in Education degree with a concentration in TESOL. It does not lead NYS Teacher Initial Certification in TESOL. There are no additional admissions requirements for this track.

TESOL Degree Requirements

The program consists of twelve three-credit courses (36) credits. Students are required to complete an acceptable education research project, which is carried out under faculty supervision in EDD 630 and EDD 631.
TESOL Credit Distribution for Track 1 and Track 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 612</td>
<td>Sociocultural Development</td>
<td>3</td>
</tr>
<tr>
<td>EDD 624</td>
<td>Multiethnic Approaches to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDL 601</td>
<td>Bilingualism and Second Language Acquisition: Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDL 602</td>
<td>Linguistics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDL 603</td>
<td>Methods of Teaching TESOL PreK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDL 604</td>
<td>Emergent Literacy for English Language Learners PreK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDL 605</td>
<td>Content Literacy for English Language Learners PreK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDL 606</td>
<td>Assessment of Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDP 675</td>
<td>Issues in Bilingualism in Special Education and Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDD 630</td>
<td>Educational Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>EDD 631</td>
<td>Educational Seminar II</td>
<td>3</td>
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<tr>
<td>EDL 607</td>
<td>TESOL Supervised Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 36

**TESOL (Non-Cert Track) Degree Requirements**

The program consists of twelve three-credit courses (36) credits. Students are required to complete an acceptable education research project, which is carried out under faculty supervision in EDD 630 and EDD 631.

**TESOL Non-Cert Track Degree Requirements (36 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<td>Content Literacy for English Language Learners PreK-12</td>
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<tr>
<td>EDL 606</td>
<td>Assessment of Language Learners</td>
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</tr>
<tr>
<td>EDP 675</td>
<td>Issues in Bilingualism in Special Education and Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDD 630</td>
<td>Educational Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>EDD 631</td>
<td>Educational Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>AND</td>
<td>One Elective Course with a prefix of EDD, EDL, or EDP</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: 36

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**Teaching of English to Speakers of Other Languages (TESOL) (Post Master's Advanced Certificate)**

Program Administrator: Diane Brescia  
Building (3S), Room 211A  
Telephone: 718.982.3877  
Email: diane.brescia@csi.cuny.edu

Faculty Advisor:  
Associate Professor Rachel Grant  
Building (3S), Room 226  
Telephone: 718.982.3740  
Email: rachel.grant@csi.cuny.edu

The Post Master's Advanced Certificate for Teaching of English to Speakers of Other Languages (TESOL) will prepare teacher candidates to be certified to teach English language learners (ELLs) in public and private schools. This program will lead to New York State TESOL PreK-12 teacher certification. Teacher candidates who have already completed an education Masters will be able to qualify for an extension certificate in TESOL by completing seven courses in the Advanced Certificate program. This program prepares students to teach children and adolescents for whom English is an additional language.

**Post-Master’s Advanced Certificate for Teaching of English to Speakers of Other Languages (TESOL) Admission Requirements**

This program prepares students to teach children and adolescents for whom English is a secondary language.

Candidates must have a Masters' Degree with a minimum grade point average (GPA) of 3.0 (B) and have completed the courses required for a New York State initial certificate in early childhood, childhood or adolescence education or its equivalent from another state. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. Candidates must also have a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, and an overall grade point (GPA) at or above 3.0 (B).

Candidates with GPAs below 3.0 but above 2.5 may submit a letter to the program coordinator; however, such appeals will be granted only under extraordinary circumstances. Candidates appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts or sciences courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0 (B). Candidates must
have completed at least 12 semester hours of a language other than English.

International candidates must hold a credential that we evaluate to be comparable to a four-year bachelor’s degree from a regionally accredited university or college in the United States. Official documents must be issued by the degree-granting institution.

International students must have full command of academic English at the graduate level in order to be successful throughout their studies. All applicants from non-English speaking countries are required to take an English proficiency examination and meet minimum scores set by CSI in order to be considered for admission. The Test of English as a Foreign Language (TOEFL), Pearson Test of English, International English Language Testing System (IELTS) exams can be used to meet this requirement.

Applications are accepted for fall and spring semesters. All applications must include two academic or professional letters of recommendation, a one- or two page personal statement that discusses the academic, teaching, and/or work experiences that have led them and prepared the applicant to pursue graduate study in education. All applicants must complete the graduate application form and participate in an individual interview.

The program consists of seven three-credit courses (21) credits.

**TESOL Degree Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 624</td>
<td>Multiethnic Approaches to Teaching</td>
<td>3</td>
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<tr>
<td>EDL 601</td>
<td>Bilingualism and Second Language Acquisition: Theory and Research</td>
<td>3</td>
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<tr>
<td>EDL 602</td>
<td>Linguistics for Teachers</td>
<td>3</td>
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<tr>
<td>EDL 603</td>
<td>Methods of Teaching TESOL PreK-12</td>
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<td>EDL 604</td>
<td>Emergent Literacy for English Language Learners PreK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDL 605</td>
<td>Content Literacy for English Language Learners PreK-12</td>
<td>3</td>
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<tr>
<td>EDL 607</td>
<td>TESOL Supervised Practicum</td>
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</tbody>
</table>

Subtotal: 21

**English (MA)**

Program Coordinator:
Professor Katharine Goodland
Building 25, Room 121
Telephone: 718.982.3639
Email: katharine.goodland@csi.cuny.edu
Email: englishmasters@csi.cuny.edu

The Masters of English Program offers students opportunities for advancing their personal and professional goals within a vibrant learning community. We offer classes in literature, rhetoric, college teaching, and linguistics that emphasize active learning through engaged inquiry, research-based writing, and oral presentations. We welcome students who wish to enlarge their knowledge of literature, improve their critical thinking and writing, and gain an understanding of teaching theory and methods for the college English classroom. Because our students come to us with different writing priorities and professional interests, we support them in pursuit of a diverse set of goals--whether to broaden their understanding of literature, teach in local high schools, attend an MFA or PhD program, or enter the workforce in a humanities or writing-based career.

Our MA program offers several opportunities for intellectual and professional development. All students take a Methods of Graduate Study course and work closely with a mentor on an MA thesis project. Eligible students can cultivate their teaching skills as adjuncts in CSI’s Writing Program.

Two options are offered, one with a concentration in literature and one with a concentration in rhetoric. Students electing the literature option will take at least five of seven total courses in literature (ENG 700-level courses); students electing the rhetoric option will take three courses in linguistics or writing (ENG 600-level courses) and four courses in literature (ENG 700-level courses). In addition all students are required to take Methods of Graduate Study, ENG 690 and the independent study, ENG 780 for writing their MA thesis (28-32 pages).

In sum, 34 credits are required for the degree: 7 subject matter courses totaling 28 credits, Methods of Graduate Study, ENG 690, for 3 credits, and the Thesis Independent Study, ENG 780 for 3 credits.

**English Admission Requirements**

1. Bachelor of Arts degree from an accredited institution
2. At least 32 credits of undergraduate courses in English (excluding freshman composition)
3. A cumulative grade point average of 3.0 (B) or a grade point average of 3.0 (B) in English courses
4. Two letters of recommendation from English professors.
5. A personal statement of intent (500-700 words) describing the academic experiences that have brought you to this moment in which you have chosen to pursue graduate study in English and your reasons for pursuing the degree.
6. A minimum of 8-10 pages of academic writing in English courses with verified authorship. You may submit one paper or several to reach the required total of 8-10 pages. The Graduate Record Examination is not required for admission. Students may be admitted conditionally with the approval of the coordinator of the English MA program; their admission will be reviewed after completion of two courses. Prospective applicants with questions concerning the application requirements are encouraged to email the coordinator of the program.

**English Degree Requirements**

1. A grade point average of 3.0 (B) in all coursework.
2. 28 credits of course work. Students may concentrate in Literature or Rhetoric:
   - Literature Option: seven courses (28 credits), including at least five courses in literature (700-level courses) that must include at least one course in English literature before 1800.
   - Rhetoric Option: seven courses (28 credits), including three in linguistics, writing, or the teaching of writing (6XX). Four courses in literature (7XX), at least one course in English literature before 1800.

   Note: Students who have received New York State Initial Teacher Certification and who desire the Professional Teacher Certification as teachers of Adolescent English are encouraged to take EDS 692, Advanced Studies in Teaching Secondary School English (3 Credits) in the School of Education. Please consult with the MA coordinator for help with registering for this course.

3. All students are required to take ENG 690, Methods of Graduate Study within their first two semesters. This 3 credit course is offered each fall semester.
4. MA Thesis of 25-32 pages in conjunction with ENG 780 (3 credits).

**Environmental Science (MS)**

Program Coordinator:
Professor Alfred Levine
Building 6S, Room 308A
Telephone: 718.982.3920
Email: alfred.levine@csi.cuny.edu

The program is designed to provide broad interdisciplinary training in those areas of the biological, engineering, physical, chemical, and social sciences that are important in solving environmental problems. Graduates are prepared for careers in both governmental agencies and private companies working on such problems as pollution control, environmental impact, and urban planning, and for careers in environmental education. Students can use this degree to prepare for a PhD in this field either at CUNY or any other institution of their choice. The College has extensive modern laboratories and computer facilities that support this program.

**Environmental Science Admission Requirements**

1. An acceptable bachelor’s degree from an institution whose degree requirements are substantially equivalent to those of the College of Staten Island or other senior units of The City University of New York. Ordinarily, this would be a bachelor’s degree in a natural science or in engineering.
2. An overall average of B minus, or the equivalent, in undergraduate work and an average of B, or the equivalent, in undergraduate science and engineering courses. The undergraduate credits must include at least one year each of general chemistry and general physics, mathematics through differential and integral calculus, and at least one semester of ecology. Candidates who are deficient in one or more of these requirements may be accepted on the expectation that they will make up the deficiency without receiving graduate credit for it.
3. An interview with faculty of the graduate program.
4. The applicant is ordinarily required to submit the results of the General Aptitude Test of the Graduate Record Examination. Applicants should apply directly to the Educational Testing Service, Box 955, Princeton, NJ 08540, to take the tests. Applicants should take these examinations no later than February for fall admission and July for spring admission.

**Environmental Science Degree Requirements**

Thirty credits in approved courses with an average of at least 3.0 (B). The courses normally include The Biosphere and Our Species, Community Ecology, Earth Science, Applied Environmental Science, one course from an approved list of graduate courses in the social sciences, and a thesis project for a minimum of three to a maximum of six credits. The remaining 12 credits are chosen so that the concentration will be in either environmental biology or applied environmental science. Courses may be chosen from environmental science and social science courses at the College or from appropriate courses offered in graduate programs in The City University Graduate School and University Center.

**History (MA)**

Program Coordinator:
Professor Susan Smith Peter
Marchi Hall (2N), Room 204
Telephone: 718.928.3290
Email: susan.smithpeter@csi.cuny.edu
The Irish playwright Oscar Wilde once wrote that, “Any fool can make history, but it takes genius to write it.” For students who wish to develop a genius for writing about the past, the Master's Degree in history at the College of Staten Island provides opportunities for personal growth and career development. The program meets the highest intellectual and professional standards of the historical discipline, offering training in the analytic and communications skills demanded by all the professions.

Whether graduate students are interested in the master’s degree to satisfy curiosity about the past, or as a preliminary step toward doctoral study, they will benefit from an explanation of the histories of Africa, Asia, Europe, and North and South America; they also will learn to recognize historical questions and to apply the methods historians have developed to analyze and describe critical human events.

The program is also suited to teachers in the social sciences with initial certification who wish to deepen their knowledge of history as they complete the master’s degree qualification demanded for professional certification. Careers in cultural institutions are also open to students with the professional training in historical research provided by the master’s program.

Graduates of the Master’s program in History at the College of Staten Island will acquire an overview of global history and a focus on a geographic area of specialization. The curriculum requires coursework distributed across four of the department’s five fields of concentration: History of Africa and the Middle East, History of Asia, History of Europe, History of Latin America and the Caribbean, and History of the United States. Students will explore one of these areas of concentration, and will complete a significant work of historical scholarship, a master’s thesis under the supervision of a thesis director. Students desiring recommendation for doctoral work will demonstrate competence in at least one foreign language.

History Admission Requirements

For matriculated status:
1. Satisfactory completion of a bachelor’s degree from an accredited college and a cumulative grade point average of at least 3.0. Students not meeting this requirement may be evaluated after an interview with the program coordinator and the admissions committee.
2. A superior record of accomplishment in undergraduate history courses, with at least a 3.0 average in these courses. Students not meeting this requirement may be evaluated after an interview with the program coordinator and the admissions committee.
3. Two letters of recommendation from professors under whom the applicant has studied or other persons who can comment directly on the applicant's potential as a graduate student and scholar.
4. Each applicant will provide a letter or statement not to exceed one typed page explaining why he or she is interested in pursuing graduate studies in history.
5. Each applicant will submit a research-based writing sample 10 pages in length, preferably written for a History course.
6. Students may enter the program in either the fall or spring semester, but are required to take HST 701 at their first opportunity.

For non-matriculated status:
Non-matriculated graduate students and graduate students in the Education program or other graduate programs, at the discretion of the MA in History program coordinator, may enroll in the program’s offerings on a space-available basis after matriculated History MA program students have been accommodated.

In special cases, master’s students may take an advanced undergraduate history course or a 600-level history course, with appropriate additional work, for degree credit, but only by special arrangement and with the prior permission of the program coordinator. Undergraduate students may, with the permission of the program coordinator, take graduate courses for credit toward their undergraduate degree or the master’s degree.

History Retention Requirements

Students must have a minimum grade point average of 3.0 to be retained in a graduate program. Students will be able, but not required, to complete the MA Program in four semesters. Some students, particularly those who continue to work full-time while completing the degree, will find it difficult to complete all of the requirements in four semesters. This is normal in most history MA programs, and students should not be discouraged by the demanding pace of CSI's program.

History Degree Requirements

The MA in History requires 32 graduate credits at the 700-level, with all graduate courses designated at four credits, for a total of eight courses. Students must take at least one course in each of the program’s five areas of concentration, the Historical Methods course (HST 701), and either the two thesis seminars (HST 798 and HST 799) or the Preparation of MA Portfolio seminar (HST 796).
Areas of concentration

- History of Africa and the Middle East
- History of Asia
- History of Europe
- History of Latin America and the Caribbean
- History of the United States

Thesis and Portfolio Options

Two equally rigorous and demanding options are available to complete the MA Degree. Students who choose to complete the thesis option will take the four-credit HST 798 Preparation of Thesis Proposal Seminar in their third semester with an additional four-credit HST 799 Thesis Tutorial Seminar during the following semester. The thesis option is highly recommended for students intending to enter a PhD program in History after completing their MA degree.

In the preparation of a proposal seminar, thesis students will develop their topic, begin research, collect bibliography, and receive instruction in research methodology and historical writing. Students will write a historiographical essay, reviewing the broader historical literature of their subject and relating their own approach to the field. Students will work with a thesis director in their field from the department faculty.

The thesis director will continue to supervise the thesis student during the semester in the tutorial seminar. The thesis will be accepted in partial completion of the degree when it is approved by the thesis director, and the second and third readers, and is deposited in the department’s archives.

The Faculty of the Department of History has established the following standards for an acceptable History MA thesis:

- An acceptable History MA thesis must be based on extensive research in primary sources. The thesis cannot be synthetic work based on the student's own interpretation of secondary sources and the writings of other historians.

- An acceptable History MA thesis must provide the historiographical context for the topic. The introduction to the thesis will provide a thorough literature review that illustrates student mastery of, and the study's situation within, the scholarship available on the thesis topic. Establishing the historiographical context for the thesis topic will be one of the main objectives of HST 798 in the preparation of the thesis proposal.

- An acceptable History MA thesis must advance an original argument. This does not mean that the student will be the first or only person ever to address the topic, but it does mean that the student must bring a new perspective to the study that has not been provided by a scholar before.

(Thesis students should consult the statement of guidelines for thesis submission to the CSI Library, maintained by the MA in History program).

Students who choose to complete the Portfolio Option instead of the Thesis Option will take a 4-credit directed study course (HST 796, MA Portfolio Preparation Seminar) in their final semester of study to prepare a portfolio of their MA coursework for a defense before a faculty committee. This portfolio will consist of a minimum of one research paper of 20-30 pages (revised since initial submission for final grade in a completed MA course) and one other piece (possibly but not limited to a second research paper, a historiographical essay, an exhibition in a historical museum, or another appropriate work in public history pre-approved by the Coordinator of the MA in History). The student will consult with a faculty advisor on their portfolio two semesters prior to their expected date of graduation. A committee composed of a minimum of 2 faculty members will examine the MA candidate. The portfolio must be submitted 4 weeks before the date of the oral defense, which must take place no later than the last day of the exam period of either the Fall or Spring semester.

In the preparation of a proposal seminar, thesis students will develop their topic, begin research, collect bibliography, and receive instruction in research methodology and historical writing. Students will write a historiographical essay, reviewing the broader historical literature of their subject and relating their own approach to the field. Students will work with a thesis director in their field from the department faculty.

The thesis director will continue to supervise the thesis student during the semester in the tutorial seminar. The thesis will be accepted in partial completion of the degree when it is approved by the thesis director, and the second and third readers, and is deposited in the department’s archives.

History Probation and Dismissal

Probationary Admission to Program

In some cases (such as when a Probationary a student applies after the application closing date, with a lower-than-expected GPA, an undergraduate major other than History, or other issues), the MA committee may admit students to the program on a probationary basis. In these cases, the standing of the student will be re-evaluated by the committee at the end of the student's first semester in the program, at which point the probation may be lifted or the student will be informed that he or she may not continue in the program.
Dismissal from the Program

Students must maintain a minimum grade point average of 3.0 to be retained in a graduate program at the College of Staten Island. When a student fails to maintain a 3.0 GPA or, in the opinion of the MA Committee, violates the ethical standards of the historical profession by engaging in acts of academic dishonesty or other means, otherwise fails to perform to academic or professional expectations, or behaves in a manner that is manifestly disrespectful of other students, staff, faculty, or the general public, the MA Committee may elect to place that student on probation or to dismiss that student immediately from the MA Program and/or the Advanced Certificate in Public History Program.

If a student is placed on probation, the probationary period will last for at least one semester. During that time, the MA Committee will determine whether the student has made satisfactory progress toward correcting the situation which has resulted in the probationary status. If the Committee determines that such progress exists, it may lift the probation and may also impose specific ongoing conditions on the academic and professional performance of the student. If the Committee determines that a student has not made adequate progress, it will terminate the student from the MA Program and/or the Advanced Certificate in Public History Program.

Double Counting Policy

Undergraduate students majoring in History at the College of Staten Island and satisfying the following criteria may be granted permission to take up to three CSI 700-level History graduate courses at undergraduate tuition to be counted toward their bachelor’s degree. These graduate courses may be used to substitute for one 300-level requirement in History designations, with two additional graduate courses counting as general electives, but not counting toward the major. Courses taken under this arrangement may also be applied toward completion of the MA in History degree.

Criteria:
1. Current enrollment in bachelor’s degree in History at the College of Staten Island and successful completion of three years of study with 75 or more earned credits.
2. Cumulative GPA 3.3 or above.
3. Permissions from the course instructor, the coordinator of the History MA program, and the History Department chairperson.

Public History (Advanced Certificate)

Program Coordinator:
Professor Susan Smith Peter
Marchi Hall (2N), Room 204
Telephone: 718.928.3290

Email: susan.smithpeter@csi.cuny.edu
Website: https://www.csi.cuny.edu/academics-and-research/departments-programs/history/public-history-advanced-certificate

Public historians bring history to general audiences outside of academia. Working in museums, archives, archeological sites, media organizations, corporations, government bodies, community groups, and many other places, public historians undertake wide-ranging professional activities that include museum curating, oral interviewing, archival collection, documentary making, and historical preservation.

This Advanced Certificate Program prepares graduate students for successful and rewarding careers in public history. Students enrolled in the program improve their academic expertise, enhance their historical knowledge, and learn professional skills and methods. Additionally, they gain invaluable practical experience working at one of the many cultural institutions, museums, archives, and historic sites in New York City.

The curriculum for the Public History Certificate consists of five 4-credit courses. It is designed for persons who want to commence or advance a career in public history and who already possess a BA degree in History or a related subject. The certificate can be taken by itself or in conjunction with the MA in History degree at CSI; students seeking to obtain the MA and Public History certificate simultaneously need to complete 36 credits in total.

Public History Advanced Certificate Admission Requirements

Students currently enrolled in the MA program in History at CSI are eligible to complete the Advanced Certificate in Public History alongside their MA studies. Students not enrolled in the MA program in History at CSI may apply for admission to complete the Public History Certificate by itself or simultaneously with the MA in History. Applicants for the Advanced Certificate in Public History should consult the timetable for admission for the MA program in History.

Materials required for applications and standards of admission are listed below:

- Satisfactory completion of a baccalaureate or graduate degree in History or a related field and a cumulative grade point average of at least 3.0, or current enrollment in a graduate program in History or a related field.
- Two letters of recommendation from professors under whom the applicant has studied or from other persons who can comment directly on the applicant’s potential as a graduate student and scholar.
• A current resume detailing all relevant past and present professional employment, experience, memberships, and related service.
• A cover letter not to exceed one typed page describing the applicant’s relevant experience as well as the reason and motivation for applying for the Certificate.
• An academic or professional writing sample (such as an academic paper, professional report, exhibition or grant proposal) of up to 25 pages.

In certain cases, exceptions to admission requirements (such as the minimum GPA) can be granted by the History Department MA Committee, which functions as the Admissions Committee for the program.

Public History Advanced Certificate Requirements

The Public History Advanced Certificate consists of 20 graduate credits at the 700-level, with all graduate courses designated at four credits. Students must complete five courses.

Required Courses

HST 701  Historical Method  4
HST 718  Seminar in Public History  4
HST 719  Public History Practicum/Internship  4
AND
Two Specialist Courses in Public History  8

Students seeking to complete the History MA and the Public History Advanced Certificate programs simultaneously can apply HST 701 to both the certificate and the MA in History. In addition, they can use the combination of HST 718 and HST 719 as a substitute for HST 796 (the MA portfolio course) and the oral defense. The two specialist public history courses count as electives toward the MA but do not meet any of the four field requirements. For example, HST 715 (History of New York) could be counted either as a field course in U.S. History for the MA degree, or a specialist course in public history, but not as both at the same time. Overall, then, students can graduate with both the History MA and the Public History Advanced Certificate by completing a total of 36 credits or nine courses—the five courses for the certificate listed above plus four content courses (covering four of the MA Program’s five areas of concentration).

Students who complete the 20-credit Public History Certificate by itself may subsequently apply for the History MA program. If admitted, they can attain the MA degree by completing four additional 700-level content courses that cover four of the MA Program’s five areas of concentration.

Subtotal: 20

Liberal Studies (MA)

Program Coordinator:
Professor Roslyn Bologh
Building (4S), Room 208
Telephone: 718.982.3766
Email: roslyn.bologh@csi.cuny.edu

The program is designed to provide students who have attained the bachelor’s degree the opportunity to study modern Western society, culture, and thought through an intensive interdisciplinary examination of their origins and through comparison with other societies and cultures. The curriculum provides students with an integrated, sequential exploration of central works and topics in the liberal arts. The major focus is on the social sciences and humanities with attention paid to the development and impact of scientific thought and technological developments. There are seven required courses, two electives, and a master’s essay.

All of the courses in the program focus on the study and analysis of key theoretical and artistic works created during the periods under study. Those works are studied in their own right as major intellectual statements, in their historic context as representative of major intellectual movements, and as potential sources of insight to an understanding of contemporary problems and issues.

The program is structured to facilitate the completion of all coursework in two years. Students are required to take two courses in the Liberal Studies sequence during each of four semesters. In addition they are encouraged to enroll in one elective course during a summer term and one during their fourth semester in the program.

The program holds full membership in and is accredited by the Association of Graduate Liberal Studies Programs.

Liberal Studies Admission Requirements

A bachelor of arts or bachelor of science degree with a cumulative grade point average of at least 3.0 is required for admission. Students with other bachelor’s degrees and/or with cumulative averages of less than 3.0 may be considered following an interview with the program coordinator of the Master of Arts in Liberal Studies.

Applicants are accepted for fall and spring semester admission.

Liberal Studies Degree Requirements

To qualify for the Master of Arts degree in Liberal Studies each student must complete 30 credits of graduate courses, including a master’s essay that will be an extended reflection on a problem of contemporary social and/or cultural interest drawing on the intellectual tradition of the liberal arts and on the student’s own values and analysis.
The completed essay must be judged acceptable by the student’s master’s essay advisor and by the coordinator of the Master of Arts in Liberal Studies Program. All courses must be completed with a cumulative grade point average of at least 3.0 (B).

Master of Arts in Liberal Studies Degree Requirements

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LBS 720</td>
<td>Roots of Modern Society</td>
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<tr>
<td>LBS 730</td>
<td>Modern Culture</td>
<td>3</td>
</tr>
<tr>
<td>LBS 740</td>
<td>Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>LBS 750</td>
<td>Interaction of Western and Non-Western Societies</td>
<td>3</td>
</tr>
<tr>
<td>LBS 760</td>
<td>Ancient Roots of Modern Thought</td>
<td>3</td>
</tr>
<tr>
<td>LBS 755</td>
<td>Thesis Research and Writing Preparation</td>
<td>3</td>
</tr>
<tr>
<td>LBS 770</td>
<td>Seminar: Values and Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>LBS 780</td>
<td>Master's Essay Tutorial AND Any two liberal studies (LBS) courses</td>
<td>3 AND 6</td>
</tr>
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</table>

Subtotal: 30

Clinical Mental Health Counseling (MA)

Program Coordinator:
Professor Frances A. Melendez
Building 4S, Room 106
Telephone: 718.982.3960
Email: frances.melendez@csi.cuny.edu

Clinical Mental Health Academic Specialist
Lorianne Delahunt, M.A.
Building 4S, Room 106
718.982.4031
Email: lorianne.delahunt@csi.cuny.edu

The Department of Psychology offers a 60 credit (2 1/2 year) program leading to the Master of Arts (MA) in Clinical Mental Health Counseling and is designed to fulfill the educational needs of those wishing to be licensed as Mental Health Counselors. The program is registered with New York State as a licensure qualifying program and is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of August, 2016 through August, 2026. The curriculum is composed of 16 courses as well as one (1) practicum and three (3) internship courses (for a total of 700 hours of fieldwork experience). There is a weekly Pro-Seminar for first year students, and comprehensive examinations after the second year of classes. Through this demanding program of academic coursework and clinical internship training, students learn how to apply mental health approaches to contemporary practice, assessment, and treatment. Upon completion of the program students satisfy the educational requirements for licensure. After graduation and 3,000 hours of supervised experience under a limited-permit in an appropriate workplace setting applicants will be eligible to sit for a state exam in order to become a licensed mental health counselor. Under New York State Education Law Article 163, the practice of mental health counseling includes:

- the evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families, groups, in private practice, or organized settings; and
- the use of assessment instruments and mental health counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate mental health counseling services.

Clinical Mental Health Counseling Admission Requirements

Applicants to the program are expected to have a Bachelor of Arts or Bachelor of Science degree from an accredited institution with a 3.0 undergraduate average, a minimum of 15-19 undergraduate credits in the following areas of psychology:

- General or Introductory
- Child or Adolescent or Developmental
- Psychopathology or Abnormal
- Personality Theory
- Methods in Psychology or Experimental Psychology
- Statistics for the Social Sciences.

Applicants must also submit a one- to two-page statement of intent detailing interest in the field, background information, academic and related experience, field placements, and the reasons that led the student to choose this field of study; and two letters of recommendation. At least one letter must be from a former professor. If invited, students participate in an on-site interview and complete a writing sample.

The priority deadline for receipt of applications for admission for the fall semester is March 10. Applications are accepted only for the fall term. There are no admissions for the spring term. The department admissions committee will give full consideration to applications received after these respective dates, space permitting.

Clinical Mental Health Counseling Degree Requirements
The curriculum is composed of 16 required courses as well as one practicum and three internship courses.

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 701</td>
<td>Foundations of Mental Health Counseling</td>
<td>3</td>
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<tr>
<td>PSY 702</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 703</td>
<td>Developmental/Lifespan Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 710</td>
<td>Assessment in Counseling</td>
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</tr>
<tr>
<td>PSY 721</td>
<td>Cognitive/Behavioral and Behavioral Approaches to Counseling</td>
<td>3</td>
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<tr>
<td>PSY 722</td>
<td>Theories of Psychodynamic, Humanistic/Existential and Experiential Approaches to Counseling</td>
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<td>PSY 739</td>
<td>Clinical Instruction</td>
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<td>PSY 740</td>
<td>Mental Health Counseling Practicum</td>
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<td>PSY 711</td>
<td>Ethics/Child Abuse for Counselors</td>
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</tr>
<tr>
<td>PSY 712</td>
<td>Social/Cultural Foundations of Counseling</td>
<td>3</td>
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<tr>
<td>PSY 725</td>
<td>Group Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 781</td>
<td>Mental Health Counseling Internship I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 723</td>
<td>Advanced Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 731</td>
<td>Research and Program Evaluation Methods in Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 732</td>
<td>Assessment and Counseling Strategies with Couples and Families</td>
<td>3</td>
</tr>
<tr>
<td>PSY 782</td>
<td>Mental Health Counseling Internship II</td>
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<td>PSY 745</td>
<td>Career Development</td>
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**Two courses chosen from the following:**

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<tr>
<td>PSY 724</td>
<td>Immigrant/Family Counseling</td>
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<tr>
<td>PSY 726</td>
<td>Advanced Cognitive Behavioral Approaches to Counseling (RLA)</td>
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<tr>
<td>ASD 701</td>
<td>Autism Spectrum Disorders: Contemporary Issues</td>
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<tr>
<td>ASD 702</td>
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### Clinical Mental Health Counseling Suggested Semester Sequence

**Subtotal: 60**

#### Fall Year One

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<td>Psychopathology</td>
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<td>Cognitive/Behavioral and Behavioral Approaches to Counseling</td>
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<td>Theories of Psychodynamic, Humanistic/Existential and Experiential Approaches to Counseling</td>
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<td>PSY 725</td>
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<td>PSY 712</td>
<td>Social/Cultural Foundations of Counseling</td>
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<td>Group Theory and Practice</td>
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**Fall Year Two**

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<td>Research and Program Evaluation Methods in Mental Health Counseling</td>
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<td>PSY 732</td>
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**Spring Year Two**

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<tr>
<td>ASD 701</td>
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<td>Contemporary Approaches to Assessment &amp; Intervention of Speech, Language, &amp; Communication Development in Individuals with Autism Spectrum Disorders</td>
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<td>Ethics/Child Abuse for Counselors</td>
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<td>PSY 712</td>
<td>Social/Cultural Foundations of Counseling</td>
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<td>PSY 745</td>
<td>Career Development</td>
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<tr>
<td>PSY 783</td>
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Subtotal: 106

**Neuroscience and Developmental Disabilities (MS)**

Program Coordinator:
Professor Greg Phillips
Building 6S, Room 131
Telephone: 718.982.3723
Email: greg.phillips@csi.cuny.edu

The Center for Developmental Neuroscience and Developmental Disabilities at the College and the New York State Institute for Basic Research on Mental Retardation and Developmental Disabilities offer a broad interdisciplinary program leading to the Master of Science degree. Courses integrate relevant subject matter in the areas of biology, chemistry, mathematics, philosophy, psychology, and sociology, and students have a unique opportunity to explore both neuroscientific and applied aspects of the normally and abnormally developing brain, as well as recent advances in the cognitive sciences.

**Admission Requirements**

An adequate background in biology and psychology undergraduate courses will be required of all entering students. If deficiencies are identified during the application process students will be advised to take the appropriate undergraduate course, which will be offered at CSI. Admission to the CSI program will be determined by the proposed program's Graduate Studies Committee comprised of four faculty members and the Director of the Center for Developmental Neuroscience and Developmental Disabilities. Students with bachelor's degrees in all fields may apply for admission, provided they have taken two semesters of biology (with laboratory), two semesters of psychology, one semester of chemistry, one semester of calculus, and one semester of statistics. Students applying for admission are expected to have a grade point average of at least 3.0 (B) in their undergraduate biology, mathematics, psychology, or other science courses. They are expected to submit three letters of recommendation attesting to their ability to complete the program successfully. Students with English as a second language must score 550 (paper), 213 (computer), or 79-80 (Internet) or better on the Test of English as a Foreign Language (TOEFL). Based on an interview, the Program's Graduate Studies Committee will make the final decision on the admission of the candidate. Similar to other master's programs at CSI, the students have to maintain a GPA of at least 3.0 (B) to remain in the program. Prior to the start of the second year of study, the student will submit selected writings from their coursework, creating a portfolio to be reviewed and approved by the Neuroscience Graduate Studies Committee. Faculty approval of the writing portfolio is a requirement prior to the registration of the Master's Thesis.

**Degree Requirements**

The program consists of 33 credits including thesis research, an oral preliminary examination, and a thesis defense. A faculty thesis committee will approve the content and style of the Master's thesis. The thesis committee will consist of four members, with at least 2 full-time CSI faculty (including at least one member from the Biology, the Chemistry or the Psychology Department).

**Required Courses**

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<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<td>NSM 701</td>
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<tr>
<td>NSM 702</td>
<td>Systems and Neuroscience</td>
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<tr>
<td>NSM 705</td>
<td>Journal Seminar I-IV</td>
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<tr>
<td>NSM 706</td>
<td>Research Methods</td>
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<td>NSM 707</td>
<td>Developmental Neuroscience</td>
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<tr>
<td>NSM 708</td>
<td>Behavioral Genetics</td>
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<tr>
<td>NSM 709</td>
<td>Foundations of Cognitive Science</td>
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<td>NSM 710</td>
<td>Learning</td>
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<td>NSM 711</td>
<td>Neuroanatomy and Early Development</td>
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<td>NSM 712</td>
<td>Neurobiology of Adult Brain Disorders</td>
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<td>NSM 798</td>
<td>Master's Thesis I</td>
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<tr>
<td>NSM 799</td>
<td>Master's Thesis II</td>
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Subtotal: 33

**Alternative Courses**

Other courses may be relevant to an individual student’s educational goals, and students may be allowed to take alternatives from the graduate courses at the College of Staten Island and up to nine credits at the CUNY Graduate Center, approved in advance by the program coordinator.

**Physical Therapy (DPT)**

School of Health Sciences
Dean: Marcus Tye, PhD
Building 5S, Room 212
Telephone: 718.982.3690

Chair: Professor Zaghloul Ahmed, PT PhD
Building (5N), Room 207
Email: zaghloul.ahmed@csi.cuny.edu
Fax: 718.982.2984

**Program Mission**

The mission of the Doctor of Physical Therapy Program at the College of Staten Island, the only physical therapy program in Staten Island, is to prepare graduates to become...
competent physical therapists that restore and improve the health and well-being of individuals in our community, and the world. The program is committed to excellence in education, research, leadership, and service. To fulfill this commitment we foster a collegial, collaborative, and inclusive learning environment. Our program prepares graduates to apply evidence to provide efficient and effective care. We train graduates in pre-clinical and clinical research to instill the skills necessary for their lasting scholarship and innovation to advance the profession of physical therapy.

Program Overview

The clinical Doctorate in Physical Therapy (DPT) program is designed to prepare graduates to examine, evaluate, diagnose, and intervene in the management of impairments, functional limitations, and disabilities of the cardiopulmonary, musculoskeletal, neuromuscular, and integumentary systems. The College of Staten Island will admit students to the program for the semester of each academic year. All course work will take place at the college. Applicants must have an earned baccalaureate degree along with specified course prerequisites. The three-year curriculum requires 105 credits of graduate course work and completion of a capstone research project. Tuition rates and student fees are detailed on the CSI website for DPT students.

Accreditation Status

The Doctor of Physical Therapy Program (DPT) at the College of Staten Island of the City University of New York (CUNY) 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; website: www.capteonline.org.

Who Are Physical Therapists?

According to the American Physical Therapy Association “Physical therapists (PTs) are highly-educated, licensed health care professionals who can help patients reduce pain and improve or restore mobility - in many cases without expensive surgery and often reducing the need for long-term use of prescription medications and their side effects.

Physical Therapists teach patients how to prevent or manage their or manage their condition so that they will achieve long-term health benefits. PTs examine each individual and develop a plan, using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness- and wellness-oriented programs for healthier and more active lifestyles.

Physical therapists provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes. State licensure is required in each state in which a physical therapist practices. For more information: http://www.apta.org/AboutPTs/.

Admission Requirements

Requirements to the DPT Program

Applicants are required to meet the following admission criteria:

1. Students must have completed a baccalaureate degree from a regionally accredited four-year institution by the end of the spring semester prior to admission. We do not accept Online courses. The following prerequisite courses are required:
   a. Two semesters of Anatomy and Physiology for science majors, with laboratories (within the past 10 years). (Bio 150, 160 @ CSI)
   b. Two semesters of Physics for science majors, with laboratories (PHY 116 and PHY 156 @ CSI)
   c. Two semesters of Chemistry for science majors, with laboratories (CHM 141/CHM 121 and CHM 142/CHM 127 @ CSI)
   d. Two semesters of Psychology (including one semester of Developmental Psychology or Psychopathology) (PSY 100 and PSY 242 or PSY 202 @ CSI)
   e. One semester of Mathematics (pre-calculus or college algebra and trigonometry) (MTH 123 or MTH 130 @ CSI)
   f. One semester of Statistics (we recommend a course that includes computer applications), Statistics in Psychology is acceptable (BIO 272 or MTH 214 @ CSI)
   g. One semester of English composition (e.g., expository writing) (ENG 111 @ CSI)

2. For applicants who have not studied in English-speaking countries, a score of at least 550 (paper), 213 (computer), or 79-80 (Internet) on the TOEFL examination. (Taken within the past year)
3. The application is available online. The deadline for submission is November 1st of every year. Students should plan to have all application materials completed by the November 1st deadline. The department will accept GRE exams taken before the November deadline even if the scores don't arrive until December 1.

4. Two Clinical Experience Forms completed by a Physical Therapist are required to document clinical experience of at least 100 hours in the United States under the supervision of a licensed physical therapist. These experiences should be in different settings. A minimum of 50 hours in a hospital (or sub-acute) setting are required with the remainder at a different practice settings (e.g., private practice).

5. All prerequisite requirements must be met by the end of the Spring semester immediately preceding the start date of the program. Please utilize this DPT Evaluation form when applying and for your own personal tracking of your progress.

Note: While a 3.0 undergraduate GPA is the minimum to apply to the DPT program, due to the competitiveness of the program, this does not assure admission to the program.

Applications to the DPT Program
Applicants to the DPT Program must complete the information online on the website and select the correct drop down boxes on the application form. The application is available at online.

DPT Graduation Requirements
1. Complete all required coursework as outlined in curriculum table with cumulative GPA at or above 3.0
2. Complete, as a group, a Capstone research project that is related to physical therapy. This includes the following: data acquisition, data analysis, and development of a capstone manuscript. Defend their Capstone research project to the departmental faculty and present their project to the community either orally or as a poster.
3. Obtain faculty advisor approval of your group research project final document.
4. Complete two full days of educational experiences. This requirement can be fulfilled through participation in professional development courses, attending American Physical Therapy Association state and national conferences, presentation of research at state and national conferences, completion of faculty-approved independent study, etc. Courses in different concentrations of PT are recommended.
5. Document and submit proof of participation in no less than 2 significant community outreach activities. Students should keep a log of all their volunteer experiences and educational experience courses. These logs should also show proof of the student’s 2 days of educational experiences. Exemplary performance may lead to recognition at the Program’s Graduation ceremony.

Doctorate in Physical Therapy (DPT) Degree Requirements
The design of this curriculum is based on a strong, proven record of educating competent clinicians who practice within the widely diverse scope of physical therapy practice. The three-year DPT program will require 106 credits of graduate course work within the Physical Therapy curriculum. Thirty-four weeks of full-time clinical internships are included within the curriculum.

Summer Year One
PHT 701 Clinical Anatomy 4
PHT 702 Medical Terminology 1

Fall Year One
PHT 703 Foundations of Patient Care 2
PHT 704 Introduction to Physical Therapy Practice & Ethics 2
PHT 705 Upper Extremity Kinesiology & Assessment 2
PHT 706 Psychosocial Aspects of Clinical Practice 2
PHT 720 Human Physiology and Exercise Physiology 4
PHT 770 Evidence-Based Research and Applied Statistics 1
PHT 780 Clinical Medicine for Physical Therapy 3
PHT 800 Introduction to Musculoskeletal Examination 1

Spring Year One
PHT 710 PHT 710 Research Design 2
PHT 730 Structure and Function of the Nervous System 3
PHT 740 PT Interventions and Preventions 4
PHT 750 Physical Modalities - Clinical Decision Making and Application 3
PHT 760 Lower Extremity Kinesiology & Assessment 2
PHT 801 Pulmonary PT 2
PHT 805 Musculoskeletal Examinations and Interventions I 2

Summer Year Two
PHT 795 Integumentary System: Assessment & Intervention 1
PHT 802 Clinical Education: Education Theories 2
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<td>Differential Diagnosis &amp; Intervention in Clinical Orthopedics</td>
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<td>Introduction to Neurological PT</td>
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<td>PHT 809</td>
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<td>PHT 810</td>
<td>Neurological Interventions I</td>
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<td>PHT 811</td>
<td>Cardiac Rehabilitation</td>
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<td>PHT 850</td>
<td>Musculoskeletal Examinations and Interventions II</td>
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<td>Proprioceptive Neuromuscular Facilitation</td>
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Subtotal: 106

**Social Work (MSW)**

School of Health Sciences  
Dean: Marcus Tye, PhD  
Building 5S, Room 212  
Telephone: 718.982.3690

Program Director:  
Professor Barbra Teater

The purpose of the Master of Social Work (MSW) program is to educate students for advanced, urban social work practice in the community, region, and worldwide, with an emphasis on meeting the needs of people with disabilities. Social work is a profession that strives to create a just and equitable world for the future of humanity. Guided by a code of ethics, social work is committed to ending oppression, embracing diversity, and ensuring that individuals, communities, and organizations function at an optimal level. The College of Staten Island is located on the former campus of the Willowbrook State School, an institution for people with developmental disabilities that was closed due to inhumane conditions and inadequate management. Given the history of Willowbrook State School, it is part of the mission of the MSW program at the College of Staten Island to develop a rigorous academic program that educates professionals who respond to the needs of former Willowbrook residents and clients, the larger disabilities communities, and others who live on Staten Island and in the region.

The curriculum is guided by the Council on Social Work Education (CSWE) (the accrediting body for social work education programs) and the State of New York Education Department. The MSW program totals 60 credit hours including four internship courses. The Advanced Standing MSW program totals 32 credit hours including two internship courses for those who earned a baccalaureate degree in social work within the past five years from a program accredited by CSWE. Credit is not granted for life or work experience.

The advanced curriculum is grounded in a social constructionist perspective aimed at addressing issues of oppression and discrimination, promoting social and economic justice, creating an inclusive and barrier-free society, and developing a positive identity for people with disabilities. While acknowledging that physical, sensory, intellectual or psychological impairments may cause individual functional limitations, this theoretical perspective recognizes that these do not necessarily have to lead to disabilities unless society fails to ensure inclusion and acceptance of people with individual differences. It is understood that the concept of disabilities will vary according to cultural expectations and values, history and sociopolitical context. Therefore, while the curriculum includes content on traditional (i.e., medical model) assessment, diagnosis and intervention, it is balanced by critique of this model, and focused on knowledge and skills grounded in a social constructionist perspective.

The MSW program has been approved by the New York State Education Department as meeting the educational
requirements to sit for the Licensed Master of Social Work exam and licensure in New York State, upon graduation. The MSW program has two areas of specialization: disability studies: clinical practice; and disability studies: macro practice. Disability studies: clinical practice students will take the 12 credits of clinical content needed to pursue clinical licensure. The disability studies: macro practice area of specialization is available to those who wish to specialize in program planning, policy making, community organizing and other forms of indirect practice. The MSW program is fully accredited by the Council on Social Work Education (CSWE).

Master of Social Work (MSW) Mission and Goals

Mission

Consistent with the mission of the College and the values of the profession of social work, the Master of Social Work program at the College of Staten Island, The City University of New York is committed to excellence in teaching, service, and the creation and dissemination of knowledge. The MSW program educates social workers at an advanced level from a critical disabilities perspective to employ transformative social work practices with people with disabilities. Acknowledging our global interconnectedness, we strive to understand and address the experiences of diverse people and societies; foster human and community well-being; and, create a world that is socially and economically just and equitable.

Goals

1. Graduates will have the knowledge, skills and values for advanced, urban, transformative social work practice with people with disabilities on Staten Island, the region and beyond.
2. Graduates will be competent, culturally sensitive advanced professional practitioners who engage with people to meet basic survival needs for food, clothing, shelter, and livelihood.
3. Graduates will be able to apply advanced social work knowledge, skills and values to informed action with individuals, families, groups, organizations, communities, and the greater society.
4. Graduates will have the advanced knowledge, skills, and values to work toward a just and equitable society.
5. Graduates will be motivated and prepared for advanced social work practice with an understanding of the importance of continued self-reflection and professional development throughout their social work career.

Master of Social Work (MSW) Admission Requirements

General Admission Requirements

Admissions requirements for the Master of Social Work degree include a Bachelor’s degree from a regionally accredited institution. Overall GPA must be at least 3.0. Applicants must have completed a statistics course by the time they are admitted in the fall. A personal statement, resume, and completed field application form are required. Applicants must supply three letters of recommendation from instructors or employers. An interview may be required.

Advanced Standing Admissions (BSW/BSSW)

Students who graduated with a Bachelor’s degree in Social Work from a CSWE accredited program within the past 5 years are waived of all generalist practice courses in which they earned a B or better in their undergraduate program. Advanced standing students must complete 720 field internship hours while at the College of Staten Island, and are credited with 480 hours from their BSW/BSSW program. Students who completed less than 480 hours in their BSW/BSSW program will have to make up the necessary field hours in their advanced year internship placement. A summer bridge course is required of all Advanced Standing Students.

Transfer Students

Students who wish to transfer from another CSWE accredited Master of Social Work program will have their transfer credits evaluated by the Admissions Committee. MSW students may transfer up to 12 credits and up to 480 hours of field internship (the equivalent of the generalist practice year internship). Advanced Standing students may transfer up to 9 credits (6 elective credits and 3 summer bridge course credits). All advanced year field internships, advanced year seminars and area of specialization courses must be taken in residence at the College of Staten Island.

Foreign Degrees

Those with baccalaureate degrees from non-English speaking universities must also take the TOEFL examination and achieve a minimum score of 600 on the paper-based version (out of a total of 677 possible points) or 100 on the computer-based version (out of 120 possible points). Students with Bachelor degrees in Social Work from foreign universities will have to obtain an evaluation of their degrees through the Council on Social Work Education. CSWE will determine whether or not the degree is equivalent to a CSWE accredited Bachelor of Social Work degree. If CSWE determines that the degree is equivalent, the student will be considered for admission to the Advanced Standing program. If CSWE determines that the degree is not equivalent to a CSWE accredited degree, the student will be considered for the traditional, two-year MSW program.
The Admissions Committee will determine acceptance into the program. One member of the Admissions Committee will serve as the affirmative action designee responsible for seeing that students traditionally underrepresented in graduate programs will have opportunities to apply and to be accepted into the program.

**Dismissal, Probation, Continuation and Graduation**

Academic requirements for MSW students are somewhat different from those of students in other programs. Faculty are expected to act as gatekeepers to the profession, ensuring graduates meet not only the academic expectations of the profession, but also the professional expectations. CSWE refers to this as professional performance. Students in both the classroom and field are expected to behave in a manner that is respectful of clients, of other students, staff, and faculty, and to conduct themselves in accordance with the NASW Code of Ethics. Failure to do so is a strong indicator of a lack of readiness for entry into the social work profession and consequently may result in termination from the program.

To support academic and professional advisement, each student admitted to the MSW program will be assigned a full-time social work faculty member to serve as the academic and professional advisor for the student for their remaining stay at the College. Students are also informed that they must make an appointment to see their advisor every semester, prior to registration, to assure that the student is making the appropriate choices in pursuit of the MSW degree. Of course, social work academic advisors are available throughout every semester for any concerns or questions students may have regarding their studies or matters related to their professional development.

If a student is not performing to academic or professional expectations, or is unable to master the required knowledge or skills, or has violated the ethical standards of the profession, the academic advisor will report the difficulties to the MSW Program Director. Difficulties specifically relating to field placement will also be reported by the Field Liaison to the Director of MSW Field Education. Regardless of where difficulties arise, it is the responsibility of the faculty, faculty advisor and/or Field Liaison to request a meeting of the Social Work Program’s Academic Review Committee. The Academic Review Committee may impose specific conditions to support the student in succeeding academically and professionally, place the student on probation or terminate the student from the program.

**Cumulative Grade Point Average**

To be awarded a master's degree, a graduate student must finish the program with a cumulative Grade Point Average (GPA) of 3.0 (B) or better.

**Probation**

Students may be placed on probation for academic or professional reasons. Graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. Students on academic probation must raise their GPA to 3.0 within the next semester to continue in the MSW program. Graduate students whose GPA remains below 3.0 at the end of the probationary semester will be allowed to continue in the MSW program only upon successful review by the Academic Review Committee. This policy is applicable no matter the number of credits earned by the student. Students who have been identified as not meeting professional requirements of the program may also be placed on probation by recommendation of the Academic Review Committee.

**Continuation**

Graduate students whose GPA falls below 2.7 will not be eligible for graduation, and will not normally be permitted to continue in the MSW program. These students will only be allowed to continue in the MSW program upon successful review by the Academic Review Committee. Students who receive less than a B in any practice or seminar course, or who do not pass Field, can continue in the MSW program only upon successful review by the Academic Review Committee. Students who receive below a B in a practice or seminar course, or below a C in any other MSW course, cannot continue in any course for which the course is a prerequisite. For a course in which the minimum grade is not achieved, students can retake the course once if their GPA meets the criteria for continuation, but will only get credit once. An Advanced Standing student who fails a course might be required to remediate, depending on assessment by the Program Director and/or the Academic Review Committee.

**Dismissal**

A student referred to the Academic Review Committee for failing to meet academic and/or professional expectations may be terminated from the MSW program. If the Academic Review Committee determines that, in its academic and professional judgment, the student is not meeting the standards of the program and the profession at the level expected of a graduate social work student, and that the difficulty is unlikely to be resolved quickly and satisfactorily with a problem resolution plan, the MSW Program Director will notify the student by through their CSI email, within 14 days of the Committee meeting, that the student will be dismissed from the MSW program.
Readmission after Withdrawal or Dismissal

A student who withdraws in good standing is eligible for readmission within two years but must notify the Program Director six weeks prior to the semester in which they intend to return. A student who withdraws or is dismissed due to not meeting minimum GPA expectations may reapply for admission during the regular spring admissions process to request fall readmission. The student will have to participate in an interview with the Admissions Committee and it must be determined that the student is capable of academic success. A student who is dismissed due to a serious violation or pattern of violations of the NASW Code of Ethics or other professional misconduct will not be considered for readmission.

Master of Social Work (MSW) Degree Requirements

The College of Staten Island's MSW curriculum is composed of 16 required courses, four internship courses providing 1200 hours (as is the norm for CUNY and other MSW programs), three integrative seminars, and one social work elective. The Advanced Standing MSW curriculum is composed of seven required courses, including a summer bridge course, two internship courses providing 720 hours, one integrative seminars and two social work electives. The curriculum combines both methods courses and a field of practice area of specialization in either disability studies: clinical practice; or disability studies: macro practice. All courses, except integrative seminars and Readiness for Field, are three-credit courses. As required by New York State regulation, all students will complete a capstone project; this will occur in the final semester.

All courses except the disability studies: macro practice Financial Management were developed specifically for this program. In addition, there are graduate courses across the College of Staten Island and at the CUNY Graduate Center that students may be allowed to take as electives. The MSW program extends the same privilege to allow graduate students in the College of Staten Island and CUNY graduate programs to take our MSW electives. Each course is designed specifically to fulfill the content area requirements mandated by the State’s regulations and CSWE accreditation standards.

As part of the curriculum, MSW students must meet the requirement for 1200 hours of supervised internship placement. Advanced standing students must complete 720 hours while at the College, and are credited with up to 480 hours from their BSW/BSSW program. Students who completed less than 480 hours in their BSW/BSSW program will have to make up the necessary field hours in their graduate placement. All students must adhere to the NASW Code of Ethics.

MSW Requirements: (60 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SWK 601</td>
<td>Readiness for Field</td>
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<tr>
<td>SWK 600</td>
<td>MSW Research I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 602</td>
<td>MSW Research II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 605</td>
<td>MSW Social Work Ethics and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SWK 651</td>
<td>MSW SW Practice I: Intro to Integrative SW Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SWK 660</td>
<td>MSW Social Work Practice II: Practice with Groups I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 665</td>
<td>MSW Social Work Practice III; Macro-Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 611</td>
<td>MSW HBSE I: The Sociocultural Construction of the Human Experience</td>
<td>3</td>
</tr>
<tr>
<td>SWK 612</td>
<td>MSW HBSE II: Culture and Development Across the Life Course</td>
<td>3</td>
</tr>
<tr>
<td>SWK 654</td>
<td>MSW Integrative Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SWK 655</td>
<td>MSW Internship I</td>
<td>2</td>
</tr>
<tr>
<td>SWK 674</td>
<td>MSW Integrative Seminar II</td>
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</tr>
<tr>
<td>SWK 675</td>
<td>MSW Internship II</td>
<td>2</td>
</tr>
<tr>
<td>SWK 670</td>
<td>MSW Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK 732</td>
<td>Introduction to Disabilities Studies for Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 740</td>
<td>Social Work and Disability Studies Policy Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 754</td>
<td>MSW Internship III</td>
<td>2</td>
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<tr>
<td>SWK 764</td>
<td>MSW Integrative Seminar III</td>
<td>1</td>
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<tr>
<td>SWK 755</td>
<td>MSW Internship IV</td>
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</tr>
<tr>
<td></td>
<td>One MSW elective chose in consultation with an advisor</td>
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AND

Disability Studies: Clinical Practice (12 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 702</td>
<td>The Range of the Human Condition in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 704</td>
<td>Assessment and Formulation in Social Work Practice with People with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SWK 706</td>
<td>Modalities of Practice with People with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SWK 762</td>
<td>Integrative Social Work Practice with People with Disabilities</td>
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</tr>
</tbody>
</table>

OR

Disabilities Study: Macro Practice (12 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Macro Practice in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SWK 712</td>
<td>Social Work Macro Practice: Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SWK 714</td>
<td>Social Work Macro Practice: Community Organizing and Development</td>
<td>3</td>
</tr>
<tr>
<td>FNC 600</td>
<td>Financial Management</td>
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MSW Advanced Standing Requirements: (32 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SWK 700</td>
<td>Bridge to Concentration Year for</td>
<td>3</td>
</tr>
<tr>
<td>SWK 700</td>
<td>Bridge to Concentration Year for</td>
<td>3</td>
</tr>
</tbody>
</table>
Advanced Standing Students

SWK 732 Introduction to Disabilities Studies for Social Work 3
SWK 740 Social Work and Disability Studies Policy Practice 3
SWK 754 MSW Internship III 2
SWK 764 MSW Integrative Seminar III 1
SWK 755 MSW Internship IV 2
Two MSW Electives chosen in consultation with an advisor 6

AND

Disability Studies: Clinical Practice (12 credits)

SWK 702 The Range of the Human Condition in Social Work Practice 3
SWK 704 Assessment and Formulation in Social Work Practice with People with Disabilities 3
SWK 706 Modalities of Practice with People with Disabilities 3
SWK 762 Integrative Social Work Practice with People with Disabilities 3

OR

Disabilities Study: Macro Practice (12 Credits)

SWK 710 Social Work Macro Practice in Organizations 3
SWK 712 Social Work Macro Practice: Program Planning and Evaluation 3
SWK 714 Social Work Macro Practice: Community Organizing and Development 3
FNC 600 Financial Management 3

Special Education Childhood Education (Advanced Certificate)

Program Administrator:
Diane Brescia
Building (3S), Room 211A
Telephone: 718.982.3877
Email: diane.brescia@csi.cuny.edu

The College of Staten Island offers an advanced certificate in Special Education Childhood to provide an appropriate set of academic and clinical experiences for teachers preparing to work with special needs children.

The certificate consist of a sequence of four courses needed in the four areas (Foundations, Classroom Management, Assessment, and Pedagogy) required by the New York State Education Department, as well as two Practicum Mentorships in which teachers will be given an extensive opportunity to apply the principles of special education they learned in the courses into the school classroom.

Admission Requirements

- A teacher or current graduate student who has a valid, initial or professional certificate in Childhood Education grades 1-6.
- Copies of all undergraduate and graduate transcripts showing a minimum 3.0 GPA in both undergraduate and graduate coursework.
- Two letters of recommendation - letters can be professional or academic.
- Participation in an interview.
- An essay outlining career goals.
- A maximum of 6 credits may be transferred if candidates have had equivalent graduate courses and education experiences within the past five years. The transfer of credits is subject to the approval of the coordinator of the program.

Degree Requirements

The program of student will consist of the following: a) a 3-credit special education foundations course, b) 9-credit core courses, c) two 2-credit practicum mentorships. Students are expected to complete the program in one year.

Special Education Foundations Course

EDP 612 Foundations of Special Education 3
EDP 660 Teaching Students with Special Needs 3

AND

Core Courses For Childhood Teacher 1-6 (9 credits)

EDP 624 Reading: Assessment and Instruction in Special Education and Inclusive Classrooms 3
EDP 622 Classroom Management in Special Education and Inclusive Classrooms 3
EDP 626 Principles of Assessment in Special Education 3

AND

Practicum Mentorship (4 credits)

EDP 664 Practicum Mentorship In Curriculum And Instructional Practices for Students with Disabilities 2
EDP 666 Practicum Mentorship in Assessment and Classroom Management for Students with Disabilities 2

Subtotal: 16
Special Education Adolescence Education
(Advanced Certificate)

Program Administrator:
Diane Brescia
Building (3S), Room 211A
Telephone: 718.982.3877
Email: diane.brescia@csi.cuny.edu

The College of Staten Island offers an advanced certificate in Special Education Adolescence Generalist to provide an appropriate set of academic and clinical experiences for teachers preparing to work with special needs children.

The certificate consist of a sequence of four courses needed in the four areas (Foundations, Classroom Management, Assessment, and Pedagogy) required by the New York State Education Department, as well as two Practicum Mentorships in which teachers will be given an extensive opportunity to apply the principles of special education they learned in the courses into the school classroom.

Admission Requirements

- A teacher or current graduate student who has a valid, initial or professional certificate in Adolescence Education grades 7-12.
- Copies of all undergraduate and graduate transcripts showing a minimum 3.0 GPA in both undergraduate and graduate coursework.
- Two letters of recommendation - letters can be professional or academic.
- Participation in an interview.
- An essay outlining career goals.
- A maximum of 6 credits may be transferred if candidates have had equivalent graduate courses and education experiences within the past five years. The transfer of credits is subject to the approval of the coordinator of the program.

Admission with Advanced Standing

Graduate courses taken within the last five years at an accredited college or university may be accepted at the discretion of the coordinator of the graduate program. A maximum of 12 graduate credits in graduate courses, with a minimum grade of 3.0 (B) in each course, may be applied toward a graduate degree from the College of Staten Island.

Acceptance of courses meeting the above requirements is not automatic. Acceptance of any course taken elsewhere toward the requirements for the CSI degree is at the discretion of the coordinator of the graduate program. Courses submitted must be equivalent to courses offered at CSI that meet the student’s programmatic needs.

Therefore, students are urged to submit advanced standing requests prior to, or as soon as possible after, matriculation into the program.

Grade Point Average

Students must maintain a 3.0 (B) grade point average to receive a graduate degree in Education. Advanced students may be allowed to take one or two specific graduate courses at other institutions with prior approval of the graduate program coordinator and department chairperson.

Degree Requirements

The Program of study will consist of the following: a) a 3-credit special education foundations course, b) 9-credit core courses, c) two 2-credit practicum mentorships. Students are expected to complete the program in one year.

Special Education Foundations Course

EDP 612 Foundations of Special Education 3
OR
EDP 660 Teaching Students with Special Needs 3

AND

Core Courses for Teachers 7-12 (9 credits)

EDP 622 Classroom Management in Special Education and Inclusive Classrooms 3
EDP 626 Principles of Assessment in Special Education 3
AND
EDP 646 Reading Instruction and Assessment of Adolescent Students with Special Needs 3
OR
EDP 647 Integrating Technology into Teaching Math and Science to Adolescent Students with Special Needs 3

AND

Practicum Mentorship (4 credits)

EDP 664 Practicum Mentorship In Curriculum And Instructional Practices for Students with Disabilities 2
EDP 666 Practicum Mentorship in Assessment and Classroom Management for Students with Disabilities 2

Subtotal: 16
Graduate Courses in Selected Disciplines and Independent Study

In addition to courses listed under a degree program, a number of courses have been designed specifically for teachers, particularly those educators who teach at the high school level. Graduate courses in disciplines outside the major field may also be of interest to students in fields other than education.

Graduate courses are also offered as topics courses and as independent study. These courses are identified by the ALPHA designation for the discipline and an 800 number:

Graduate Topics in XYZ: XYZ 800-890 (1-4 hours; 1-4 credits).

Independent Study in XYZ:

XYZ 891 (1 credit),
XYZ 892 (2 credits),
XYZ 893 (3 credits),
XYZ 894 (4 credits).
Graduate Courses

ACC - Accounting

ACC 600 - Introduction to Financial and Managerial Accounting (3) (GNA)
3 hours; 3 credits. This course prepares students to work with financial statements and other accounting information. Topics include introduction to the accounting system, understanding how key accounting alternatives can influence interpretation of financial information, and identification and analysis of key disclosures. Coverage of managerial accounting includes analysis of variable and fixed costs, period costs, product costs, investment decisions, and budget preparation.

ACC 725 - Forensic Accounting (3) (GNA)
3 hours; 3 credits. The development of advanced accounting research techniques used in the detection, investigation and prevention of fraud. Separate topics include, forms of fraud, methods of fraud detection, risk assessment, legal and ethical requirements, advanced techniques and case studies. The course teaches forensic methods that are beyond the scope of traditional accounting principles used in determining the risk, detection and prevention of fraud. Prerequisites: 20 credits in Accounting

ACC 730 - Accounting/Management Information Systems (3) (GNA)
3 hours; 3 credits. This course covers requirements of corporate accounting for managerial and external use and the system design methods to satisfy these needs. The integration of accounting information system with corporate operational systems and with the systems of vendors and customers is a major focus. Other topics include integrity, security, and accuracy of the information processed. Prerequisite: ACC 600 or undergraduate credits in accounting.

ACC 740 - Tax Strategies and Business Decisions (3) (GNA)
3 hours; 3 credits. This course examines timely topics in tax at an advanced level. Particular emphasis is placed on tax strategy and planning, as well as compliance and procedural considerations. Students will be required to read scholarly articles and official pronouncements on current issues and developments. Research papers and oral presentations on timely topics are required. Prerequisite: ACC 600 or undergraduate credits in accounting.

ACC 750 - Accounting Research Course (3) (GNA)
3 hours; 3 credits. As a requirement to sit for the CPA exam, students will obtain hands-on experience in researching and evaluating technical accounting, tax, and audit issues. Prerequisite: ACC 600 or ACC 414

ACC 760 - Government and Not-For-Profit Accounting (3) (GNA)
3 hours; 3 credits. The principal focus of the course is on the discussion and analysis of accounting for state and local governments and other not-for-profit institutions such as universities, hospitals, and voluntary health and welfare organizations. Topics discussed will include budgetary accounting, fund accounting, account groups and financial statements. Prerequisite: ACC 600

AMS - American Studies

AMS 661 - Education and United States Society (3) (GLA)
3 hours; 3 credits. The development of educational thought and practice in the United States. The school and other educational agencies viewed as cultural institutions affected by and shaping the political, economic, and social character of the nation.

ART - Art

ART 893 - Independent Study in Contemporary Painting (3) (GLA)
4 hours; 3 credits. The course is concerned with the techniques and theories of contemporary painting in its form as the modern heritage of Cezanne and Cubism and is intended for advanced painters. Prerequisite: BA or BS with an art major, BFA, or permission of the instructor.

ASD - Autism Spectrum Disorders

ASD 701 - Autism Spectrum Disorders: Contemporary Issues (3) (GNA)
(Also EDP 701). An overview of key issues related to autism and related disorders. The content is discussed from an interdisciplinary and cross-paradigm perspective. Topics range from issues of diagnosis and classification to the challenges and realities facing families of individuals on the spectrum. By exploring a broad range of topics and perspectives, students develop integrative paradigms and the spirit of collaboration with professionals from other disciplines and families as they approach their work with children and adults on the autism spectrum. Prerequisite: Admission to the Certificate Program. Crosslisted as: EDP 701.
ASD 702 - Treatment Approaches, Applications, & Methods for Individuals with Autism Spectrum Disorders (ASD) Part I (3) (GNA)

(Also EDP 702). 3 hours; 3 credits. This course covers the foundations of treatment and invites critical examination of treatment approaches, applications, and methods intended for individuals with Autism Spectrum Disorder. Much of the course focuses on the foundations and principles of Applied Behavior Analysis, but other approaches are also included. Distinctions are made, where appropriate, between approaches and methods for low- and high-functioning individuals (including individuals with Asperger Syndrome). Evidence-based treatments are contrasted with non-empirical treatments to encourage critical thinking. Prerequisite: Admission into the Certificate program

Crosslisted as: EDP 702.

ASD 703 - Treatment Approaches, Applications, & Methods for Individuals with Autism Spectrum Disorders (ASD) Part 2 (3) (GNA)

(Also EDP 703). 3 hours; 3 credits. This course covers advanced topics of treatment approaches, applications, and methods intended for individuals with Autism Spectrum Disorder, with a major focus on the theoretical underpinnings of Applied Behavior Analysis. This course critically contrasts various treatment approaches from a more advanced perspective. Advanced topics include, but are not limited to, functional analysis, contingency contracting/token economies, self-management, generalization and maintenance of behavior change, relationship based models, and ethical issues. Prerequisites: ASD 702/EDP 702.

Crosslisted as: EDP 703.

ASD 704 - Contemporary Approaches to Assessment & Intervention of Speech, Language, & Communication Development in Individuals with Autism Spectrum Disorders (3) (GNA)

(EDP 704). 3 hours; 3 credits. Contemporary issues in the areas of speech, language and communication in individuals with Autistic Spectrum Disorders. Models of typical and atypical language acquisition are discussed as they relate to individuals on the autism spectrum. Assessment and intervention issues from different perspectives, including developmental and behavioral approaches, are reviewed. Other topics include augmentative and alternative communication, social skills development, and models of service delivery. Prerequisites: ASD 701/EDP 701

Crosslisted as: EDP 704.

BDA - Business Data Analytics

BDA 651 - Computational and Statistical Methods for Business and Economics (3) (GNA)

3 hours; 3 credits. This course prepares students to move into more advanced computation classes in Business and Economics and provides them with the skills to advance in quantitative analysis courses. Topics include descriptive statistics, statistical inference, computational methods for business applications, statistical programming, variable creation and database development. Course projects will use one or more of the following computational languages such as R, SAS, Matlab and/or Stata

BDA 761 - Big Data Management in a Supercomputing Environment (3) (GNA)

3 hours; 3 credits. An introduction to the methods of supercomputing and systems. The course will provide direct experience with large-scale data sets in order for students to gain an understanding of the challenges and limitations of large-scale data formats. Upon course completion, students will be able to handle data in various formats in a supercomputing environment to perform a range of computational techniques including sorting, summarizing, tabulating and outputting data in various formats. Prerequisite: Expected prior knowledge as stated for the program of BDA 651

BDA 762 - Analysis Techniques for Large-Scale Data-Spatial Statistical Techniques (3) (GNA)

3 hours; 3 credits. The opportunity to use spatial statistical and some data mining techniques to analyze large-scale data. This includes graphing and summarizing spatial data, detecting for spatial relationship, estimating the spatial relationship and implementing spatial prediction. In addition to spatial techniques, students will also learn other computation methods for large-scale data such as Geographical Information Systems, Cluster Analysis and Factor Analysis. Direct applications of public sources of multiple large-scale data sets and geospatial data will be explored. Prerequisite: BDA 761

BDA 763 - Forecasting for Managers and Researchers (3) (GNA)

3 hours; 3 credits. Explore the methods, tools, and techniques that can be used for forecasting various economic and quantitative variables. Students will be exposed to and use established techniques of data analysis to project individual data series. Students will use established techniques of data analysis to project individual data series. This course will explore national and international economic trends over the short and long terms as well as perform business sales analysis for an individual firm and product.
BDA 764 - Research Project in Large-Scale Data (3) (GNA)

3 hours; 3 credits. Students will develop a significant research project that will examine a large-scale data source and use analytical methods to address different research issues. Utilizing the computational resources of the CUNY High Performance Computing Center, students can develop a research project that is based on new and existing large-scale data sources. Projects will be focused on student's field of specialization and may focus in areas of marketing, finance, economics, data security and other disciplines. Prerequisite: BDA 763

BDA 765 - Seminar in Big Data - Current Topics (3) (GNA)

3 hours; 3 credits. Explore current and emerging topics in big data analysis and the potential to develop additional computational and statistical methods for large-scale data. Industry and academic leaders in the field will be invited to lecture on various topics and additional topics will be covered by recent academic publications on current methods.

BIO - Biology

BIO 602 - Evolution for Secondary School Teachers (4) (GLA)

4 hours; 4 credits. A course dealing with evolution as it is understood today. It will cover the origin and evolution of the universe and life on Earth. Both the mechanisms of evolution and its historical record will be examined. Discussion of social, philosophical, and biological implications of evolution. Prerequisite: Bachelor's degree with a major in a biological or physical science.

BIO 603 - Scientific Communication (3) (GLA)

3 hours; 3 credits. The course focuses on scientific writing, with emphasis on the preparation, editing, and evaluation of scientific manuscripts and grant proposals. The student will critique current literature, prepare manuscripts, and review and author grant proposals.

BIO 604 - Scientific Communication II (3) (GLA)

3 hours; 3 credits. This course is a continuation of BIO 603 and emphasis will be placed on public speaking. The student will prepare materials for oral presentation, including making slides and transparencies, and for poster presentations for delivery at scientific meetings. Students will also make oral and poster presentations to an audience of faculty and fellow students. Prerequisite: BIO 603.

BIO 605 - Statistical Analysis (3) (GLA)

3 hours; 3 credits. Statistical analysis as applied to all biological fields; the course will emphasize analysis of students’ own data. ANOVA, regression, time series, and randomization tests will be included. Students must learn SPSS or the R statistical programs. NOTE: This course has a material fee. Prerequisite: BIO 272, MTH 214 or equivalent

BIO 610 - Genetics for Secondary School Teachers (4) (GLA)

4 hours; 4 credits. A study of the mechanical and molecular basis of inheritance. This course will discuss patterns of inheritance including linkage and chromosome mapping; cytogenetics; molecular genetics; and non-chromosomal inheritance, the nature of the gene, and the history of the foremost ideas in genetics. Prerequisite: Bachelor's degree with a major in a biological or physical science.

BIO 617 - Introduction to Tropical Ecology (3) (GLA)

4 hours (15 lecture hours and 90 field hours); 3 credits. An introduction to tropical ecology, with emphasis on differences in the tropical versus temperate systems: including differences in climatic regimes, habitat types, phenology of natural processes, and species to be found in the tropical versus eastern North American temperate environments. It is a short, but intensive immersive course held at a tropical field station, providing opportunities for study of tropical environments and a different culture. It includes a research question conceptualized by the student, with data gathered by the student while in the tropical country, with analyses carried out by the student, and written up for potential submission to a peer-reviewed journal. Additionally, students will be required to present this research at the Graduate Research Conference. Independent research projects will be tailored to individual students’ interests and mentored by the Professors. Prerequisite: Admission to the Biology MS program or permission of the Instructor.

BIO 620 - Molecular Biology for Secondary School Teachers (4) (GLA)

4 hours; 4 credits. This course offers a general survey of cell structure and function in molecular terms, with current concepts emphasized throughout. Topics include the role of protein-ligand interactions in cell function, gene organization and control, cell membranes and membrane transport mechanisms, cell organelles, the molecular basis of contractility, chemical recognition and response
mechanisms in cells of the immune system, molecular events at chemical synapses, hormones and other chemical messengers. Prerequisite: Bachelor's degree with a major in a biological or physical science.

**BIO 625 - Developmental Biology for Secondary School Teachers (4) (GLA)**

4 hours; 4 credits. Differentiation and growth of organisms from the egg to the adult, including gametogenesis, fertilization, cleavage, and morphogenesis. Emphasis is placed on vertebrate development (amphibian and avian); selected invertebrates are also studied. Prerequisite: Bachelor's degree with a major in a biological or physical science.

**BIO 630 - Animal Physiology for Secondary School Teachers (4) (GLA)**

4 hours; 4 credits. Study of the life processes of multicellular organisms including principles of homeostasis, composition of body fluids, transport processes, and neuro-endocrine mechanisms. Prerequisite: Bachelor's degree with a major in a biological or physical science.

**BIO 640 - History of Natural Science for Secondary School Teachers (4) (GLA)**

4 hours; 4 credits. Designed for teacher education students, particularly those interested in science, mathematics, and the history of ideas. The course will discuss the important scientific developments since the Renaissance. The contributions of major figures, such as Copernicus, Galileo, Kepler, Harvey van Leeuwenhoek, Priestley, Schleiden, Schwann, Darwin, and Mendel, will be included. The relationship of their ideas to modern scientific thought and the social implications of their contributions will be discussed. Prerequisite: Bachelor’s degree with a major in a biological or physical science.

Crosslisted as: NRS 682.

**BIO 670 - Pathophysiological Concepts in Health and Illness (3) (GNA)**

3 hours; 3 credits. This course is designed to provide a critical understanding of pathophysiological concepts, issues, research and theories. Representative topics are selected to provide a comprehensive basis for understanding pathophysiological functions in health and illness at the molecular, cellular and systemic levels of organization. Ethical, moral and cultural issues are addressed relative to quality and safe care of individuals, families, and communities. Prerequisite: BIO 150, BIO 160 or equivalent.

**BIO 682 - Advanced Pharmacology (3) (GNA)**

(Also NRS 682). 3 hours; 3 credits. This course provides the knowledge and skills to assess, diagnose, prescribe, and guide the management of medication therapy of adults. Emphasis will be on pharmacodynamics, pharmacokinetics, and pharmacotherapeutics to supplement previous learning. Critical thinking and research data will be the basis for determining appropriate medications for adults of varied ages, medical problems, and health practices. Prerequisites: Basic college-level pharmacology course and BIO 382.

Crosslisted as: NRS 682.

**BIO 704 - Advanced Statistics (3) (GNA)**

(Also MTH 704). 3 hours, 3 credits. This course teaches statistical analysis using the concept of Likelihood to drive Model Selection. The subject matter differs from other statistical methods in that a single model is chosen from multiple alternatives based on data. To enroll in this course, students must have taken an undergraduate course in statistics and calculus.

Crosslisted as: MTH 704.

**BIO 705 - Biology of Cancer (3) (GNA)**

3 hours, 3 credits. The fundamentals of cancer biology will be covered. Topics include: Oncogenes/Tumor Suppressor Genes, Molecular Pathways of Signal Transduction, Cell Cycle Control, Apoptosis, Angiogenesis, and Tumor Progression. Classical experiments will be presented alongside current findings in each field.

**BIO 706 - Introduction to Biotechnology (3) (RLA)**

3 hours; 3 credits. This course covers the entire spectrum, from the fundamentals of molecular and cell biology, via an overview of standard methods and technologies, the application of the various "-omics", and the development of novel drug targets, right up to the significance of system biology in biotechnology. The course is completed by an introduction to industrial biotechnology as well as topics on company foundation, patent law and marketing. Note: it is recommended that students complete BIO 312 (Genetics) and BIO 325 (Diagnostic Molecular Biology) or BIO 327 (Molecular Biology) or equivalent courses prior to enrolling. Prerequisite: Admission to the Biology MS Program.

**BIO 708 - Molecular Biology and Biotechnology Laboratory (3) (RLA)**

6 laboratory hours; 3 credits. Methods in the genetic engineering including gene cloning, recombinant protein expression, isolation and analysis of nucleic acids (RNA and DNA); introduction to bioinformatics analysis; DNA
sequencing and sequence analysis; gene expression profile analysis. Pre or co-Requisite: BIO 706

**BIO 710 - Advanced Topics in Gene Regulatory Systems (4) (GNA)**

4 hours; 4 Credits. Explores the structure, function and evolution of gene regulatory systems, with particular emphasis in transcriptional and developmental gene regulatory networks. The computer lab component includes the use of genomic tools that facilitate the study of gene regulatory networks.

**BIO 715 - Methodologies of Biotechnology (3) (GNA)**

Provides knowledge and skills necessary to understand the current techniques used in the biotechnology field. Reviews current practice and analyzes the principles of different approaches, with a particular focus on the use of genetic recombinant techniques in medical and pharmaceutical applications. Provides knowledge and skills necessary to understand how to solve and treat different diseases by using advanced genetic engineering techniques.

Prerequisite: Graduate Status.

**BIO 716 - Applied Microbiology and Biotechnology (3) (GNA)**

Provides knowledge and skills necessary to understand the current techniques that are used in the biotechnology field. Reviews current practice and analyzes the principles of different approaches, with a particular focus on the use of microorganisms in solving problems. Provides knowledge and the skills necessary to understand how to solve different questions by using advanced genetic engineering techniques in microorganisms. Focusing on the process to develop biosensors for practical applications.

Prerequisite: Graduate Status.

**BIO 720 - Entomology (4) (GLA)**

3 lecture hours, 3 laboratory hours; 4 credits. A comprehensive introduction to entomology. Lectures will introduce insect structure and behavior with emphasis on (1) adaptations for locomotion, (2) ecology and reproductive behavior, (3) physiological processes, (4) insect-generated sound and its function, (5) migration and distribution, (6) developmental and metamorphic stages. Laboratory sessions will involve dissection of preserved and fresh specimens, observation of live animals, field collection, and identification. Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent, or permission of the instructor.

**BIO 721 - Evolution of Primates (3) (GLA)**

3 hours; 3 credits. Examines the evolution of primates from tree shrews to apes. Adaptations of morphology, physiology, locomotion, diet, foraging behavior, ability to learn, tool use, territoriality, aggressive behavior, dominance hierarchies, mating systems, dispersal, social structure, and communication systems in Old and New World species to their environment. The sociobiology and ecology of selected species will be treated in greater detail. Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent, or permission of the instructor.

**BIO 722 - Marine Ecology (3) (GLA)**

(Also ESC 722). 3 hours; 3 credits. Field-oriented study of estuarine and pelagic ecosystems. This course will emphasize how spatial and temporal scales are critically important in the study of marine organisms. Students will learn specialized sampling and analytical techniques necessary for the study of marine systems. Topics will include comparisons of "rate-based" versus "abundance-based" studies of population dynamics plus comparisons of individual, population, and community levels of analysis. Prerequisite: BIO 360 or equivalent.

Crosslisted as: ESC 722.

**BIO 723 - Ornithology (4) (GLA)**

3 lecture hours, 3 laboratory hours; 4 credits. A comprehensive introduction to ornithology. Lecture will introduce bird structure and behavior with emphasis on (1) anatomical and physiological adaptations for flight, (2) ecology and reproductive behavior, (3) song and its function, and (4) migration and distribution. Most laboratory sessions will be field trips for locating and identifying birds, observation of bird behavior, and recording bird songs. One or more laboratory sessions will include anatomical dissection and behavior of captive birds. There will be at least one overnight field trip to study nocturnal migration. Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent, or permission of the instructor.

**BIO 724 - Plant Population Biology (3) (GLA)**

3 hours; 3 credits. Ecological and evolutionary perspectives on the dynamics of plant populations. Topics include demography, life-history evolution, ecological genetics, phenotypic and genotypic variation within and between populations, competition, reproduction and breeding systems, pollination ecology, seed dispersal and germination, symbioses, clonality, and coevolution. In addition, the application of population concepts to environmental and conservation problems will be covered. Prerequisites: BIO 228 and BIO 312 and BIO 360 or equivalents.
BIO 727 - Conservation Biology (3) (GNA)
(Also ESC 727). 3 hours; 3 credits. Conservation biology is a multidisciplinary field of environmental science. The objectives of this course are: (1) to understand global biodiversity in its historical context; (2) to learn how human impacts are endangering ecosystems around the world; (3) to identify the biological properties of organisms, populations, species, and systems that render them vulnerable; and (4) to explore means of protecting biodiversity and the ecological processes on which it depends. Prerequisite: ESC 601.

Crosslisted as: ESC 727.

BIO 730 - Principles and Methods of Systematics, Evolution, and Phylogeny (4) (GLA)
3 lecture hours, 3 laboratory hours; 4 credits. Species concepts and the history of evolutionary thought. Mechanisms of evolutionary change. The history of life. Prerequisite: BIO 322 or equivalent.

BIO 735 - Biogeography (4) (GLA)
4 hours; 4 credits. An introduction to the distribution of both terrestrial and aquatic animals and plants with emphasis on their prehistoric, historic, and present distributions and how these relate to the ecological conditions of the periods, methods of dispersal, and movement across the planet. Historical changes in scientific thought concerning the means of movement (e.g., land bridges, rafting, plate tectonics) are presented. The flora and fauna of unique regions of the Earth (e.g., Madagascar, Australia, South America, and Antarctica) will be examined for similarities and differences in their compositions. The effects of humans, early and present, on distribution are discussed. Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent, or permission of the instructor. NOTE: ESC 735 may substitute for this course.

BIO 736 - The Mammals (3) (GLA)
3 hours; 3 credits. The evolution of the various orders of mammals from monotreme to marsupial to placental. Studies of the various morphological, physiological, and behavioral characteristics that define each order. Emphasis on adaptations of behavior, social structure, and mating systems to environmental conditions. Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent, or permission of the instructor.

BIO 740 - Advanced Microscopy (3) (GLA)
6 laboratory hours; 3 credits. Preparations of biological specimens for use in confocal laser scanning microscopy, scanning and transmission of electron microscopy, image analysis of micrographs. Prerequisite: BIO 352

BIO 741 - Cell Culture Techniques (3) (GLA)
6 laboratory hours; 3 credits. Preparation and propagation of eukaryotic cell lines from primary tissue isolates. Prerequisite: BIO 352 or equivalent.

BIO 742 - Cell Physiology (4) (GLA)
3 lecture hours, 3 laboratory hours; 4 credits. The function of living cells, including examination of membrane composition and biogenesis, membrane transport proteins, electrical properties of membranes, and interaction between cells and extracellular matrix and cell-cell interactions. Prerequisite: BIO 352 or equivalent.

BIO 743 - Cellular Toxicology (4) (GLA)
(Also ESC 743). 4 hours; 4 credits. Toxicology is the overview of the mechanisms by which exogenous agents produce deleterious effects in biological systems. An overview of the sensitive analytical techniques that have facilitated studies on the metabolism and biotransformation of xenobiotics and have contributed to interpretation of the biological and toxicological effects of xenobiotics will be presented. Since the action of toxins is ultimately exerted at the cellular level, emphasis will be placed on the description of representative model cell systems that play an important role in the identification and assessment of potential environmental hazards. A variety of prokaryotic and eukaryotic cell systems are currently in use for the study of different toxic effects including cytotoxicity, genotoxicity, and mutagenesis.

Crosslisted as: ESC 743.

BIO 744 - Laboratory Methods in Cell Biology (3) (GLA)
6 laboratory hours; 3 credits. Use of current cell biology techniques available. Techniques will include subcellular fractionation, polyacrylamide gel electrophoresis, immunoblot techniques, polymerase chain reaction, and in situ hybridization. Use of confocal laser scanning and electron microscopes will be included. Prerequisite: BIO 352 or equivalent.

BIO 750 - Laboratory Methods in Molecular Genetics (3) (GLA)
6 laboratory hours; 3 credits. Techniques needed to form, recover, and analyze recombinant DNA will be performed. Southern analysis and PCR will also be included. Prerequisite: BIO 312 and BIO 352 or equivalent.

BIO 751 - Molecular Genetics (4) (GLA)
4 hours; 4 credits. Topics will include nucleic acid and chromosome structure, transcription, translation, protein localization, and regulation of gene expression, DNA replication and repair, biotechnology, signal transduction, regulation of the cell cycle, and oncogenes. Both
prokaryotic and eukaryotic systems will be discussed. Prerequisites: BIO 312 and BIO 352 or equivalent.

BIO 760 - Introduction to Bioinformatics and Genomics (4) (GLA)

4 hours; 4 credits. Introduction to the representation and analysis of biological sequence and structural information. Description and use of nucleic acid, protein, structure, sequence motif, genome, literature, and other relevant databases. Overview and discussion of basic sequence manipulations and analyses including sequence assembly and editing, restriction and protease analysis, coding region identification, gene prediction, database searching and similarity analysis, pairwise and multiple sequence alignment, PCR primer design, phylogenetic analyses, protein structure and property prediction, RNA structure prediction, and microarray analyses. Course format includes lectures and sequence analysis exercises. Prerequisite: BIO 312 or equivalent. Recommended: BIO 370 or BIO 352 or equivalent and BIO 751 or equivalent. Not open to students who have taken BIO 326.

BIO 761 - Mathematical Models in Biology (4) (GLA)

3 lecture hours, 3 laboratory hours; 4 credits. Use of mathematical models in all fields of biology. Differential equations, difference equations, and simulations. Nonlinear dynamics of biological systems. Prerequisites: MTH 230 or equivalent plus at least one advanced course in biology (300 level or above).

BIO 771 - Principles of Epidemiology (3) (GLA)

3 hours; 3 credits. Introduction to principles and methods of epidemiological investigation of both infectious and noninfectious diseases. How studies of the distribution and dynamics of diseases in communities and populations contribute to an understanding of their etiology, modes of transmission, and pathogenesis. Clinical examples of the evaluation of treatment, prevention, costs, and policy implications of disease. Prerequisites: BIO 272 and basic computer knowledge.

BIO 780 - Comparative Physiology (4) (GLA)

4 hours; 4 credits. Survey of major taxonomic groups to identify diverse solutions to universal problems of nutrient acquisition and transport, osmoregulation, movement and maintenance of homeostasis. Prerequisites: BIO 205 and BIO 213 or BIO 215.

BIO 781 - Laboratory Methods in Physiology (3) (GLA)

6 laboratory hours; 3 credits. Diverse topics of physiological techniques, including respirometry, enzyme and metabolite assays, and analysis of osmolarity and osmolytes, will be addressed depending upon the research requirements of specific students. Prerequisites: BIO 205, BIO 370 or equivalents.

BIO 782 - Vertebrate Endocrinology (3) (GLA)

6 laboratory hours; 3 credits. Focus will be on the role of chemical messengers of endocrine and neural origin in the control of vertebrate physiological processes (i.e., growth and regulation of cellular function). In addition, the cellular source, biosynthesis, chemistry and storage of the messengers, the factors and mechanisms controlling messenger secretion, and the cellular mechanisms of messenger actions will be emphasized. Prerequisites: BIO 205, BIO 332, CHM 256 or equivalent.

BIO 783 - Environmental and Evolutionary Physiology (3) (GLA)

3 hours; 3 credits. Focus on questions in ecological and evolutionary physiology, including examination of specific examples of environmental adaptation, especially to extreme environments. Discussion of methodological approaches and current philosophical debates on identifying adaptation in physiological processes and critiques of primary literature. Prerequisites: BIO 434 or equivalent and BIO 605. Recommended: BIO 370 or equivalent.

BIO 799 - Thesis Research (1-6) (GLA)

Hours and credits vary, maximum six credits with no less than three credits in one semester. This course may be repeated. No student may apply more than a total of six credits of thesis research toward the degree.

BUS - Business

BUS 605 - The Business of Healthcare (3) (GNA)

3 hours; 3 credits. An introduction to the business side of healthcare. Topics include the regulatory environment, employment law, managing and marketing healthcare services. The course also looks at organized delivery systems including labs, pharmacies, materials maintenance, and physician practice administration. Examination of alternative organizational structures and payment systems. Prerequisite: Admission to the MS in Healthcare Management Program.

BUS 710 - Labor Relations and Conflict Management (3) (GNA)

3 hours; 3 credits. The study of development of mutually beneficial labor relations in private and public sector workplaces. Through coursework, students are introduced to labor relation topics such as management's rights; daily contract administration issues and worker involvement, including grievances, mediation, arbitration, and collective bargaining. Students will be given an opportunity to gain a deeper understanding of management and worker views while developing facilitation, critical thinking and creative
problem solving skills. Prerequisites: (BUS 605 or NRS 705) and MGT 600.

BUS 720 - Global Business Strategy Abroad: Focusing on a Foreign-Based Firm (3) (GNA)
3 hours; 3 credits. The business strategy of a locally-based firm is examined first-hand on site in a chosen country. This course combines a review of a particular indigenous company's international strategy in view of a country's governmental policies and economic conditions through a cultural and historical perspective. Students will be required to examine a particular firm's strategies and relate these to governmental policies as well as to the culture and history in this particular country. Prerequisites: MGT 600, MGT 605 and (MKT 600 or FNC 600) and a GPA of 3.0.

CHM - Chemistry

CHM 710 - Applied Polymer Chemistry (3) (GLA)
3 hours; 3 credits. A study of the relationship of polymer structure and properties to the applications of polymeric materials. The chemical and structural requirements of fibers, elastomers, and plastics. Processing of polymers. A survey of the more important polymers. Synthesis of monomers and polymers. Prerequisite: U 730.

CHM 795 - Research (0) (GLA)
2-30 hours; 1-15 credits. A course of research in polymer science under the direction of a faculty member.

820 - Seminar in Polymer Chemistry (1) (GNA)
1 hour; 1 credit. Students, staff, and visitors present seminars dealing with current research and literature reviews on selected topics in polymer chemistry. Prerequisite: U 730

830 - Topics in Polymer Chemistry (3) (GNA)
3 hours; 3 credits. Advanced aspects of polymer chemistry are intensively explored. The course is rotated among staff members in the program

CMC - Cinema Media Studies

CMC 700 - History of Media (4) (GNA)
4 hours; 4 credits. The class provides students with a comprehensive history of media practices and debates in media studies. Students are introduced to the relationships linking social and economic history, the development of new media technologies, forms of "texts", and the dissemination and impacts of mass media. This course, as well, examines the history of the field of media studies, allowing students to think about their future research for the MA thesis. This course may be repeated for credit with permission of the instructor and graduate coordinator. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all matriculated candidates for the MA degree in Cinema and Media Studies.

CMC 705 - Film and Media Research Analysis (4) (GNA)
4 hours; 4 credits. This course provides an overview of methodological research practices for film and the other media arts. Research skills and tools are developed in order to prepare for the master's written thesis, media production thesis, or for the examination. This course may be repeated for credit with permission of the instructor and graduate coordinator. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all candidates for the MA degree in Cinema and Media Studies. Students are encouraged to enroll in the class during their first semester.

CMC 706 - Digital Media and Culture: A Critical Perspective (4) (GLA)
4 Hours, 4 Credits. A critical analysis of digital media focusing on the relationship between technology, society and culture. The primary objective of this course is to historicize and theorize processes and practices of digitization, interactivity and surveillance. We will start with an overview of theoretical debates on social and cultural impact of technology, and will proceed to explore digital media and culture in three parts: 1) Political and Economic Dimensions: new forms of culture and entertainment, changes in existing production, distribution and consumption patterns, issues of copyright and intellectual property, collection of personal information and surveillance, 2) Self and Identity: new forms or expressions of self and identity, shifting notions of the body, new forms of personal information, 3) Social Life and Culture: surveillance, online communities, social networking sites, mobile technology, Web 2.0, digital journalism, interactivity, politics and globalization. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor

CMC 710 - Studies in Film and Media Theory (4) (GNA)
4 hours; 4 credits. This course considers theories of media and film in relationship to issues of social, institutional, and cultural production. This course may be repeated for credit; see Degree Requirements. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all matriculated candidates for the MA degree in Cinema and Media Studies.
CMC 713 - Studies in Authorship (4) (GNA)
4 hours; 4 credits. Intensive study of the works of one or more media author(s), with attention to theories of media authorship. This course may be repeated for credit; see Degree Requirements. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 725 - Contemporary Media Practices (4) (GNA)
4 hours; 4 credits. This seminar introduces the terms and techniques of contemporary media arts production and analysis. Students are encouraged to write criticism about contemporary activity in the field or produce a media-based work (with permission of instructor). Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 731 - Studies in International Cinema (4) (GLA)
4 hours; 4 credits. Intensive study of world cinema from geolinguistic, geopolitical, and geoaesthetic perspectives, highlighting cinemas of various cultural origins and traditions as well as major cinematic events, movements, and developments across time and space. This course may be repeated for credit; see degree requirements. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 741 - Experimental Film and Video (4) (GLA)
4 hours; 4 credits. The history and theory of alternative visions expressed in the cinema, single-channel video, and digital domains. A range of historical material and theoretical issues is considered, from the visual and counter-narrative experiments of avant-garde film to video's deployment as both a fine-art medium and critical outlet. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 742 - Studies in Media Genres (4) (GLA)
4 hours; 4 credits. Historical, theoretical, and critical studies of major program formats across various media (film and television genres, book and magazine genres, musical genres, etc.). This course may be repeated for credit. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 743 - Nonfiction Media (4) (GLA)
4 hours; 4 credits. Historical, theoretical, and critical study of nonfiction, documentary, and reality-based media. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 744 - Media and Ideology (4) (GNA)
4 hours; 4 credits. This course explores the various issues of media and ideology involving media texts, audiences, fields of production, and institutions. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 745 - Global Media (4) (GLA)
4 hours; 4 credits. This seminar examines contemporary media as global phenomena, stressing the multidirectionality of media flow, influence, power, and practices. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 746 - Cinema and Gender (4) (GLA)
4 hours; 4 credits. Intensive study of the representation and spectator-position of gender in relationship to the cinema. There will also be an emphasis on the making of film by those groups and genres not traditionally categorized with dominant forms of filmmaking. Students will become acquainted with the tradition of feminist and gender theory as it has informed critical film studies. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 749 - Interdisciplinary Media Arts (4) (GNA)
4 hours; 4 credits. This course provides a forum to discuss media in an interdisciplinary model and through the filter of one or more alternative scholarly disciplines. The scope of the course includes, but is not exclusive to, painting, literature, dance, historical period studies. Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 799 - Thesis Research (GLA)
Vary; 1-8 credits. This course may be repeated. No student may apply for more than a total of eight credits of Thesis Research toward the degree. Please see Options A and B for details.

CSC - Computer Science

CSC 602 - Computing for Teachers I (4) (GNA)
4 hours; 4 credits. Students will be instructed in the history of computers. Basic computer hardware will be discussed. Students will become computer literate by gaining experience in using a computer application program and additional commercial software and shareware. Integration of the computer into the classroom will be addressed by discussion and demonstration of a computer lesson. A major project will be required.

CSC 632 - Operating Systems Design and Implementation (3) (GNA)
3 hours; 3 credits. To convey a thorough understanding of the basics of an operating system. Topics include CPU
scheduling; process management and scheduling; interrupts; I/O, device handling; memory and virtual memory management and file management. Case studies of typical modern operating systems.

**CSC 702 - Computing for Teachers II (4) (GNA)**

4 hours; 4 credits. Emphasis will be placed on acquiring the skills to teach computer programming at the lower grade levels. Instruction will be given in LOGO and BASIC. The mathematical basis of computing will be discussed along with elementary data structures. Prerequisite: CSC 602.

**CSC 704 - Special Topics Course: Technology-Infused Curriculum Development and Instruction (4) (GNA)**

4 hours; 4 credits. This course will explore many aspects of infusing technology into curriculum development and instruction. Designed for veteran practitioners in the Teachers on Sabbatical Program, course participants will be exposed to technology relevant to instruction, including web development tools, educational support systems, software, mobile robots, podcasting, and Smart Board technology. Incorporation of technology in classroom enhancement, particularly with respect to differentiated instruction and fostering positive student outcomes, will be emphasized. Participants will be expected to redesign or create curriculum using enhancements presented in class.

**CSC 706 - Computer Graphics (3) (GNA)**

3 hours; 3 credits. Display memory, generation points, vectors, etc. Interactive versus passive graphics. Analog storage of images in microfilm, etc. Digitizing and digital storage. Pattern recognition by features, syntax tables, random nets, etc. Data structures and graphics software. The mathematics of three dimensions, projections, and the hidden-line problem. "Graphical programs", computer-aided design and instruction, and animated movies.

**CSC 710 - Software Engineering (3) (GNA)**

3 hours; 3 credits. Developing large-scale reliable software systems. Modeling tools and techniques. Performance analysis and tradeoffs, debugging techniques. Documentation, testing, and management of software. Study and practical application of principles of good program development. A significant project will be required.

**CSC 711 - An Introduction to Computational Thinking for Teachers (3) (GNA)**

3 hours. An introduction to computer science and computational thinking, and their classroom applications. Students will learn to use application tools in the content areas such as SCRATCH and App Inventor. The course will look at the definition and differences between the concepts of computational thinking, computer science and the field of educational technology, along with current trends in a computer science education. Students will be required to complete hands-on projects in various computer science education platforms.

Prerequisite: Enrollment in a graduate education program or currently teaching in P-12. Crosslisted as: EDD 711.

**CSC 712 - Compiler Construction (3) (GNA)**

3 hours; 3 credits. The grammars of programming languages: lexical analyzers, parsers, code emitters, and interpretation; global and peephole optimization; run-time support; error management; translatory writing systems. Prerequisite: Admission to the Computer Science MS Program or Permission of the Coordinator of the Computer Science MS Program.

**CSC 713 - Advanced Systems Programming (3) (GNA)**

3 hours; 3 credits. System and program design for advanced software and hardware architectures. Pre- and post-analysis of system implementations. Topics may include Non-von Neumann Architectures.

**CSC 714 - Software Systems Analysis Design (3) (GNA)**

3 hours; 3 credits. Introduction to the system life cycle of a computer information system. System life cycle management. Basic analysis tools, determining system economics. Logical system design. Hardware/software selection and evaluation. Software design. System development. Common threats. Techniques to strengthen the security of software systems. Post-implementation analysis and test against software vulnerabilities and attacks.

**CSC 715 - Database Theory (3) (GNA)**

3 hours; 3 credits. In-depth review of database systems and extensive survey of the current literature on the topic. Study of principles and techniques for securing databases. Database auditing, security implementation and database reliability.

**CSC 716 - Advanced Operating Systems (3) (GNA)**

3 hours; 3 credits. Advanced topics in computer operating systems with a special emphasis on distributed computing, and the services provided by distributed operating systems and real-time operating systems. Topics may include: multithreading, real-time scheduling, synchronization, and concurrency; interaction of concurrent processes; network management and computer security; protection, remote procedure calls, transactions, shared memory, message passing, and scalability; other selected topics in state-of-the-art operating systems. Prerequisite: Admission to the Computer Science MS Program or Permission of the Coordinator of the Computer Science MS Program.
CSC 722 - Computability (3) (GNA)

CSC 724 - Formal Language Theory (3) (GNA)
3 hours; 3 credits. Classification of languages by grammars and automata. The Chomsky hierarchy: regular, context-free, context-sensitive, and recursively enumerable languages and their associated grammars and automata. Closure properties for families of languages. Decision problems for grammars and automata.

CSC 725 - Computer Vision (3) (GLA)
3 hours. The goal of computer vision is to make a machine to see and understand images and videos in the same way as a human does. The course provides an introduction to computer vision including fundamentals of the image formation and sensing, camera imaging and multiview geometry, light and color, image quality assessment and representation, linear and nonlinear filters, texture analysis and segmentation, supervised and unsupervised learning, feature detection and object recognition, concept of neural networks and deep learning. This is a project-based course, in which you will implement several computer vision algorithms and do a final project on a research topic of your choice

Prerequisite: Graduate Student Status.

CSC 727 - Algorithms and Information Structures (3) (GNA)

CSC 731 - Artificial Intelligence and Knowledge Engineering (3) (GNA)
3 hours; 3 credits. Formal reasoning, heuristics, and game playing. Planning, temporal and spatial reasoning. Knowledge representation and knowledge-based systems. Intelligent agents. Other topics may include robotics, comparative study of languages for artificial intelligence.

CSC 732 - Pattern Recognition and Neural Networks (3) (GNA)
3 hours; 3 credits. Topics of the course will initially survey pattern recognition systems and components; decision theories and classification: discriminant functions: classical supervised and unsupervised learning methods, such as backpropagation, radial basis functions: clustering; feature extraction and dimensional reduction; sequential and hierarchical classification; Kohonen networks; Boltzman machines, principal components, and examples of applications. Modern concepts in learning will be introduced: nonparametric learning, reinforcement learning, mixtures models, belief networks, minimum description length, maximum likelihood, entropy methods, independent component analysis.

CSC 733 - Natural Language Processing (3) (GNA)
3 hours; 3 credits. Why natural language is amenable to computer analysis. Syntactic and semantic analysis of free-text sentences; immediate constituent analysis; string analysis; transformational analysis. Uniform representation of the information content of sentences. Discourse Analysis. Natural Language Databases. Implementation of a string grammar for English.

CSC 735 - Machine Learning and Data Mining (3) (GNA)
3 hours; 3 credits. Topics in machine learning will be applied to data mining and image understanding. Topics may include: neural networks, decision trees, support vector machines, Bayesian learning, association rules, cluster analysis, fuzzy logic, linear regression, visualization methods, and additional current topics in this field. Prerequisite: Admission to the Computer Science MS Program or Permission of the Coordinator of the Computer Science MS Program.

CSC 740 - Computer System Design (3) (GNA)
3 hours; 3 credits. Designs of systems using processors, memories, input/output (I/O) devices and I/O interfaces as building blocks. Computer system organization and architecture: accumulator, general-register, and stack machines, multiprocessors and other organizations. Memory and I/O buses, I/O interface design and typical I/O devices. Memory hierarchies.

CSC 741 - Digital Image Processing (3) (GNA)
CSC 742 - Advanced Microcomputer Systems Design (3) (GNA)
3 hours; 3 credits. Introduction to microcomputer development systems, simultaneous hardware and software development. In-circuit emulation for debugging hardware and software. Interfacing details. Interrupt handling. Laboratory work in the design and implementation of actual systems. Prerequisite: CSC 740.

CSC 744 - Computer Performance Evaluation (3) (GNA)
3 hours; 3 credits. The system life cycle model and its impact on computer performance and capacity planning. Topics include load drivers and benchmarks, simulation and analytic queueing models, statistical methods, workload characterization, software and hardware monitors, performance triggering, bottleneck identification, load, service, and capacity relationships.

CSC 747 - Digital Signal Processing (3) (GNA)
3 hours; 3 credits. Analysis and design of computer-based digital signal processors. Statement of the digital signal processing problem and its applications. Topics may include: Stochastic models of random signals; spectral factorization; linear estimation of random signals: Wiener, Kalman, and least squares estimation; linear prediction and related topics; adaptive filters; microcomputer implementation of digital signal processors. Discrete Fourier Transform, FFT parallel processing of discrete operation. Morphological signal processing. Prerequisite: Admission to the Computer Science MS Program or Permission of the Coordinator of the Computer Science MS Program.

CSC 748 - Quantitative Analysis of Computer Architecture (3) (GNA)
3 hours; 3 credits. An advanced course in computer architecture covering a variety of classical computer architecture topics with heavy emphasis on the quantitative approach to analyzing computer architecture and evaluating design tradeoffs. Prerequisite: CSC 740 or strong undergraduate course in computer architecture.

CSC 750 - Computer-aided Analysis and Design (3) (GNA)

CSC 752 - Management Information Systems (3) (GNA)
3 hours; 3 credits. The role of computers in management information systems. Analysis of information requirements, design approaches, processing methods, data management control of operations. Planning and control systems; analytical and simulation models of decision making. Economics of information, implementation of integrated systems, organizational social implications of information technology.

CSC 754 - Topics in System Simulation (3) (GNA)
3 hours; 3 credits. Techniques for the simulation of complex systems; simulation of computer systems. Statistical issues in simulation. Simulation methodology. Survey of simulation languages.

CSC 755 - Applied Mathematics for Computer Science (3) (GLA)
(Also MTH 626). 3 hours; 3 credits. Selected topics in mathematics and mathematical system areas that are essential for advanced studies in computer science. Topics are drawn from probability, statistics, queueing theory, numerical analysis, universal algebra, mathematical logic, general systems theory, and cybernetics. Crosslisted as: MTH 626.

CSC 756 - Network Security (3) (GNA)

CSC 757 - Telecommunication Networks (3) (GNA)
3 hours; 3 credits. Motivations and objectives of computer networks; overview of layered architecture and the ISO Reference Model; network functions, circuit-switching and packet-switching; physical level protocols; data link protocols including HDLC and multi-access link control. Network control, transport, and session protocols including routing flow control; end-to-end communication and internetworking. Presentation layer protocols including virtual terminal and file transfer protocols, cryptography, and text compression. Specific examples and standards will be cited throughout the course for point-to-point, satellite, packet radio, and local networks. Prerequisite: Admission to the
CSC 758 - Media Transmission and Characteristics (3) (GNA)

2 lecture hours, 1 conference hour; 3 credits. Basic requirements of transmission media, fiber-optic medium, typical attenuation and dispersion characteristics, mathematical treatment of the fiber medium. The copper medium, twisted wire pair, coaxial media, premises distribution system, role of new cables for high-speed digital systems, mathematical treatment of the copper medium. Limits of copper-based telecommunication systems. Role of fiber and coaxial system, characterization, and limitations. Prerequisite: Admission to the Computer Science MS Program or Permission of the Coordinator of the Computer Science MS Program.

CSC 759 - Graduate Research Laboratory (3) (GNA)

3 hours; 3 credits. Students will choose a research topic in Computer Science and select two journal papers on the topic; the articles must be approved by the instructor. Students will write a seminar paper explaining and reviewing the research reported on from the journal papers and present the research topic to the entire seminar. All students will be required to write a short summary of each presentation.

CSC 760 - High-speed LAN and WAN (3) (GNA)

3 hours; 3 credits. LAN topologies and access methods, medium access protocols, high-speed LANs, wireless LANs, analysis and efficiency of LAN protocols. Protocol basics, error control methods, flow control. WAN, circuit and packet switching, routing, congestion control, Internet protocols.

CSC 762 - Fundamentals of Wireless Communications (3) (GNA)

(Also ENS 762). 3 hours; 3 credits. Cellular and personal communication services, standards, spectrum services. Mobile computer. Wireless local area networks, local loops, and data networks. Analog wireless communication systems. North American intersystem operations, time division multiple access, code division multiple access, channel structure, power control, handoff types. Global systems mobile. Third- and fourth-generation wireless.

CSC 764 - Intelligent Networks (3) (GNA)

(Also ENS 764). 3 hours; 3 credits. Basic intelligent networks concepts; networks and computer systems; OSI model. Wireless communication networks. ISDN architecture. Intelligent networks/1+ and intelligent networks/2; global intelligent networks. Advanced intelligent networks.

CSC 766 - Broadband and SONET Networks (3) (GNA)

(Also ENS 766). 3 hours; 3 credits. Consideration of the principles, concepts, protocol, and interfaces for most broadband networks around the globe; principles and concepts are stressed and protocols and interfaces are discussed. The evolution of the broadband ISDN and SONET. Courses offered at the CUNY Graduate School and University Center may be taken by advanced graduate students by special arrangement.

CSC 767 - Neural Networks and Deep Learning (3) (GNA)

3 hours; 3 credits. Underlying theory, the range of applications, and learning from very large data sets. The following topics will be discussed: Deep hierarchies and learning mechanisms in humans; Artificial neural networks; Deep vs. shallow architectures; Representation learning; Principal and Independent component analysis; Sparse representations; Convolutional neural networks; Restricted Boltzmann Machines; Deep Recurrent Networks; Applications to pattern recognition, speech recognition, natural language processing, classification and clustering. Prerequisite: Admission to the Computer Science MS Program or permission of the Coordinator of the Computer Science MS Program.

CSC 768 - Cryptography (3) (GNA)

3 hours; 3 credits. Theoretical foundations of modern (post-1980s) cryptography. The emphasis will be on formal definitions, precise assumptions, and rigorous proofs of security of various cryptographic primitives. The topics and primitives include one-way functions, pseudo-random generators, pseudo-random and trapdoor permutations, computational security, cryptographic hash functions, private-key encryption, message authentication codes, public-key encryption, digital signatures, commitment schemes. Prerequisite: Admission to the Computer Science MS Program or permission of the Coordinator of the Computer Science MS Program.

CSC 769 - Graph-Based Analysis for Big Data in Social Networks (3) (GNA)

3 hours; 3 credits. Mathematical foundations of social media analysis, and a comprehensive introduction to the use of graph theory in the study of social and digital media. Study of the confluence of graph analysis, network theory, big data analysis, and signal processing. Algebraic and combinatorial graph theory will be particularly applied
for the analysis of graphs, in social media studies. Techniques such as parallel spectral clustering and distribute tensor decomposition will be discussed. As social media inherits growing big data issues related to both size and content of the stored multimedia, strong emphasis will be placed on the analysis of big data. Prerequisite: Admission to the Computer Science MS Program or permission of the Coordinator of the Computer Science MS Program.

**CSC 770 - Parallel Computing (3) (GNA)**

3 hours; 3 credits. In this course students will learn about the foundations of parallel computing. The emphasis will be on algorithms that can be used on shared- and distributed-memory systems. The course will include both a theoretical component and a programming component. The topics covered will encompass fundamentals of parallel computing, parallel computer architectures, performance, communication, decomposition techniques for parallel algorithms, parallel programming models such as Open MP and MPI models, analytical modeling of parallel programs, algorithms and languages. Appropriate examples of existing or proposed parallel architectures will be surveyed as well as recent advances in parallel algorithms for scientific computing. Specific parallel algorithms for solving scientific problems and their implementation on parallel machines related to numerical analysis, scientific applications, runtime environments, performance analysis will be discussed. To enroll in this course, students must have knowledge in organization and processing of various types of information structures, storage allocation, sorting, and searching techniques. Prerequisites: Permission of the Graduate Coordinator

**DED - Education: Community**

**DED 800 - Scholarly Inquiry for Community-Based Leadership I (3)**

3 hours. The first of a two-course sequence that uses the literature on systems thinking, decision-making theory, and theories of organization to explore how power dynamics embedded in communities shape the lives and schooling of children. Case studies of constructivist leadership and data-based decision making are analyzed. Students also reflect critically on their own positionality as a scholar and practitioner in relation to potential research topics in preparation for conducting a literature review leading to a research question. Prerequisite: Admission to the EdD program.

**DED 801 - Scholarly Inquiry for Community-Based Leadership II (3)**

3 hours. The second of a two-course sequence that uses the literature on systems thinking, decision-making theory, and theories of organization to explore how power dynamics embedded in communities shape the lives and schooling of children. Case studies of community advocacy and culturally relevant pedagogy are analyzed. Students will engage with a variety of models for academic writing and complete a literature review leading to a research question. Prerequisite: Admission to the EdD program.

**DED 802 - Social and Historical Contexts of School Communities (3)**

3 hours. Engages doctoral students in a critical approach to sociocultural theories and to research on the social, historical, and political influences that buttress and undermine the vitality of communities and schools. With a focus on understanding causes of persistent patterns of inequalities in the education system, students will analyze ways that these influences affect practices in their schools and agencies and how community-based leadership has fared in efforts to raise potential for economic, social, and political attainment for both the school and community. Prerequisite: Admission to the EdD program.

**DED 803 - Transforming Learning and Teaching in Schools and Communities (3)**

3 hours. Builds on students’ prior theoretical and experiential knowledge of theories of learning and development across the lifespan through exploration of current perspectives on situated learning and cognition and with emphasis on the sociopolitical consequences of historically honored conceptions of learning and knowing. Diverse ways of knowing, how these are influenced by social conditions, and how communities create spaces for meaning construction are examined. Critical perspectives and approaches to the distinctive needs across the lifespan of all learners are examined, including those joining the community from other cultures, persons with disabilities and English Language Learners. Prerequisite: Admission to the EdD program.

**DED 804 - Building Relationships and Capacity for Community Leadership (3)**

3 hours. Students explore the literature on professional learning communities, strategic learning, and culture and employ tools of personal self-awareness and mastery. Students integrate this knowledge to grow their own capacities for community partnerships and support the development of the capacities of community members to foster coalitions that effectively support the success and well-being of children. Prerequisite: Admission to the EdD program.
DED 805 - Policy Trends in Child Service Professions (3)

3 hours. Critically examine the nature of the policies in the current social and political environment that relate to professionals dedicated to the well-being of children. The primary focus is on teaching and teachers, but the course also includes healthcare, welfare services, and other means of effective support of learning in schools, families, and communities.

Prerequisite: Admission to the EdD program.

DED 806 - Curriculum, Standards, and Assessment for Community Engagement (3)

3 hours. Designed to build educational leaders’ understanding of normative models of teaching and curriculum development and their impact on both privileged and marginalized communities. Students will examine major theories and current approaches to curriculum, standards, and assessment. Case studies of community conflict over curriculum and of transformative leaders utilizing community resources to enhance the impact of curriculum on learning are examined. Approaches to engagement of parents, caregivers, and families in development of curriculum, school and community standards, and assessment are explored.

Prerequisite: Admission to the EdD program.

DED 807 - Resource Management in School Communities (3)

3 hours. Focusing on management and mobilization of district, school, and community financial and social resources including community and faith-based organizations, federal, state, and municipal services, and grant writing. Students use case studies to simulate the analysis and allocation of resources and then will convene groups of community members to create and secure funding for a research-based intervention for a school-community problem using an action research approach.

Prerequisite: Admission to the EdD program.

DED 808 - Public Relations, Advocacy, and Community Organizing (3)

3 hours. Participants study theories of communication and marketing; develop skills in using social media and traditional and non-traditional venues for advertising; and engage traditional media and political leaders at the local and state levels.

Prerequisite: Admission to the EdD program.

DED 809 - Globalization, Community, and Education Reform (3)

3 hours. Exploring theories and evidence regarding local, national and global economic dynamics that shape urban and suburban communities, schools, and the politics of school reform. Critical examination of policy reforms related to local and centralized control, job preparation, social mobility, and civic health and how civic groups navigate them are undertaken.

Prerequisite: Admission to the EdD program.

DED 820 - Qualitative Methods in Applied Research (3)

3 hours. Designed to provide developing leaders with the opportunity to explore and engage with multiple methods of qualitative inquiry. The course focuses on three research methodologies and their application to school and community collaboration: case study, ethnography, and participatory action research. The course draws on exemplar research literature provides methodology resources for each, and engages students in research projects of faculty from the program and elsewhere in CUNY. Students will develop a research design proposal reflecting one (or more) of the research methodologies.

Prerequisite: Admission to the EdD program.

DED 821 - Quantitative and Mixed Methods in Applied Research (3)

3 hours. Focusing on the philosophical, ethical, and methodological issues encountered in quantitative and mixed-methods approaches to research in education and leadership. The quantitative component of the course examines correlational as well as group comparison research designs. Focuses on survey research, including practice and critique of survey design, administration, and appropriate statistical analysis. Students engage in the research projects of the faculty from the program and elsewhere in CUNY. Students will develop a research design proposal reflecting one (or more) of the research approaches. Principles learned in this course also provide a foundation for a general understanding of quantitative methodology used in education and other social sciences. This course will teach students how to collect data, analyze data, critically read articles which present data analysis, and think about the relationship between theory and practice.

Prerequisite: Admission to the EdD program.

DED 900 - Dissertation Proposal (3)

3 hours. Students will choose and frame the problem for their research, complete a review of the literature, and develop the research questions with faculty and peer support in a seminar environment.
Prerequisite: Admission to the EdD program.

DED 901 - Research Practicum (3)

3 hours. In preparation for performing an evaluation of the initiatives they have developed through the program, students will collaboratively create and complete a program evaluation research project applying skills and knowledge learned in prior research courses. Students explore how well those who design, fund, and implement educational programs have aligned them with the needs and goals of students, the community, and the education system as a whole and whether these programs effectively guide the school community toward its goals.

Prerequisite: Admission to the EdD program.

DED 902 - Dissertation Advisement I (3)

3 hours. Students will be supported by their Dissertation Chair in data collection.

Prerequisite: DED 901.

DED 903 - Dissertation Advisement II (3)

3 hours. Students will complete data collection, data analysis, and completion of the Dissertation Project with the guidance and support of the Dissertation Chair. Defense of the Dissertation will occur at the end of the DA2.

Prerequisite: DED 902.

DRA - Dramatic Arts

DRA 601 - Drama in the Schools (4) (GNA)

4 hours; 4 credits. An examination of the role of drama in both its educational and social settings. Study of the ways in which drama may be used at the various levels of education - childhood through adult programs. Creative drama as a process as well as educational theater as a product. Drama as a teaching tool in the general curriculum as well as drama as a subject of aesthetic education.

Prerequisite: A bachelor's degree. Undergraduate juniors and seniors may enroll with the permission of the instructor.

EDA - Education: Supervision and Administration

EDA 710 - Curriculum Design and Development (3) (GNA)

3 hours; 3 credits. Principles of curriculum design and instructional programming; creation and support of effective learning environments; the personal, social, cognitive, and demographic characteristics of school populations. Particular attention is given to instructional and curricular issues in urban schools.

EDA 720 - Supervision and Improvement of Instruction in Schools (3) (GNA)

3 hours; 3 credits. Meaning, purpose, techniques, and organization of supervision in elementary and secondary schools; its relations to improvement of instruction and learning; evaluating teaching and creating programs for continuous professional growth of teachers in elementary and secondary schools.

EDA 724 - Organization and Administration of Schools, Part I (3) (GNA)

3 hours; 3 credits. Introduction to theories and practices relating to the organization and administration of schools. Candidates explore theories of schooling, school leadership, and leadership in general that have influenced practice in public schools since their inception. The administrator's responsibilities are studied in their political, social, and economic contexts. Current policies and practices are examined and critiqued in the context of this theoretical background.

EDA 726 - Organization and Administration of Schools, Part II (3) (GNA)

3 hours; 3 credits. Continued analysis of educational policy and leadership practice. Administration and leadership are studied in relation to student and adult learning, the provision of school climates conducive to individual growth, and formation of parent and community relationships that support student learning.

EDA 728 - Field Experience Seminar in Leadership in Education I (3) (GNA)

3 hours; 3 credits. This course is graded Pass/Fail. Candidates perform administrative roles in the New York City Summer Schools under the supervision of the school building supervisor and a program faculty member. Issues of facilities and resource management and improvement of instruction are addressed in the site and through intensive interactions with colleagues and faculty in a weekly seminar.

EDA 729 - Field Experience Seminar in Leadership in Education II (3) (GNA)

3 hours; 3 credits. Selected individual projects and problems in actual supervision and administration, with opportunities for the student to exercise a leadership role related to action research in the schools. The seminar also provides for sharing understandings with colleagues while assisting them in the implementation of action research findings in school programs.
EDA 731 - Research Seminar in Leadership in Education (3) (GNA)

3 hours; 3 credits. Understanding and developing competence as a consumer in the use of research methods for studying issues and problems in instructional improvement, including interpretation of research, and school- and district-based performance data.

EDA 732 - Educational Leadership, Part I (3) (GNA)

3 hours; 3 credits. Change in schools is explored theoretically through relevant literature in the fields of organizational and school change, while candidates consider change issues facing the field experience site.

EDA 733 - Educational Leadership, Part II (3) (GNA)

3 hours; 3 credits. Candidates apply theoretical models of systems thinking to knowledge and understandings developed during the prior semesters. Opportunities to collaborate with colleagues in the formulation of effective professional development; preparation for the application and interview process; development of entry strategies; human and intergroup relations theory and practice applied to decision making, communication, personnel relationships, and other functions of educational leadership. Candidates will prepare a portfolio of artifacts from all program courses reflecting their knowledge, understanding and developing vision for effective leadership.

EDA 735 - Law and Finance in Contemporary Schools (3) (GNA)

3 hours; 3 credits. Candidates develop knowledge of laws and regulations at the city, state, and federal levels, including Federal Title legislation, IDEA and ADA, NCLB, New York State Regulations, Chancellor's Regulations, and contracts. Candidates apply knowledge to real situations in their schools, regions, and New York State. School finance is addressed at the school and district levels through development of strategic plans and use of budget software. Issues of national education policy are explored in a financial context.

EDC - Education: Early Childhood

EDC 600 - Contemporary Curriculum in Early Childhood Education (3) (GNA)

3 hours; 3 credits. A study of comparative curriculum patterns, activities, and materials as related to young children's growth and development.

EDC 601 - Advanced Early Childhood Science and Mathematics Education (3) (GNA)

3 hours; 3 credits. An integrated approach to teaching science and mathematics at the early childhood level, grades N-2.

EDD - Education: General

EDD 602 - Studies in Urban and Metropolitan Education (3) (GNA)

3 hours; 3 credits. An examination of economic, social, and technological developments in United States cities and the resulting educational changes for children in present-day urban areas. The social identities of children are explored in terms of race, class, gender, ethnicity, and ability. Promising programs of urban education are examined as well. This course discusses hazards to children, including child abuse, substance abuse, and child safety, as well as violence prevention. Students spend ten hours in varied education environments examining the connections between school and society. Not open for students who have taken EDE 200, EDS 201, or equivalents.

EDD 606 - History of Urban Education in the United States (3) (GNA)

3 hours; 3 credits. Examination of major developments in United States educational thought, practices, and organization as they occurred in the cities of the United States. Emphasis on the role of identity politics and material transformations in shaping the character of public schools. Contemporary efforts to reform urban education are placed in historical context. This course meets the human relations requirement of the New York City Board of Education.

EDD 609 - Child Cognitive Development and Learning (3) (GNA)

3 hours; 3 credits. Examination of the main concepts and principles of teaching/learning that stem from modern psychological theories of cognitive development. Students will analyze and critically evaluate different theoretical frameworks (constructivist, sociocultural, and information processing theory). Using group and class discussions and other interactive formats, students will learn how the ideas of developmental psychology can be integrated into their classroom teaching. A fieldwork component of ten (10) hours is included. Not open for students who have taken EDE 260 or its equivalent.

EDD 610 - Adolescent Development and Learning (3) (GNA)

3 hours; 3 credits. Introduction to a range of core ideas regarding teaching and learning. Psychological and social
factors that influence students and classroom practice will be addressed, with primary attention to implications for student performance. The intent is to challenge traditional assumptions regarding adolescents’ thinking, emotions, and social behavior, and to introduce current thought based on research findings. A fieldwork component of 20 hours is included. Not open for students who have taken EDS 202 or its equivalent.

EDD 611 - Advanced Educational Psychology (3) (GNA)
3 hours; 3 credits. The course examines the major factors that contribute to development of students' ability to learn. The study materials include research texts and examples of educational practices in the areas of language, literacy, mathematics, science and social studies. The main focus is on how teachers can implement psychological knowledge for enhancing students' potential to succeed academically. Prerequisite: Matriculation in Sequence 1 Graduate Childhood or Adolescence Education Program or EDD 609 or EDD 610

EDD 612 - Sociocultural Development (3) (GNA)
3 hours; 3 credits. How a child becomes a member of a culture and the implications for development and schooling. A sociocultural perspective on child development will be used to achieve an understanding of children as members of their community and as participants in a world culture changing due to technology and popular culture. Discussion will move beyond research and theory to help students better understand the children in their classrooms.

EDD 613 - Developmental Psychology: Childhood (3) (GNA)
3 hours; 3 credits. Psychological development of the child, with emphasis on the cognitive, social, and emotional aspects of growth that play a more role in learning. Research findings concerning the development of students' minds will be related to situations and problems in school settings. Prerequisite: Matriculation in Sequence 1 Graduate Childhood Program or EDD 609.

EDD 614 - Different Minds: Exploring Cognitive Diversity (4) (GNA)
3 lecture hours; 1 conference hour; 4 credits. New discoveries about the brain and cognitive science have the potential to transform what we know about learning. For example, advances in tools for imaging the brain that show how learning occurs and how the brain can compensate for deficits have implications for improving education. This course explores links between the new interdisciplinary field of neuroscience, cognitive psychology, and the field of education so that educators can begin to shape the kinds of questions that may ultimately improve classroom learning. The central focus is to examine the most recent research in brain function and development as it relates to both typical and exceptional minds, and to begin the discussion of how to apply this knowledge to promote learning. Note: Sequence 2 students need to register for EDE 200 or EDE 260 or EDE 609 or EDE 610 prior to enrolling for this course. Prerequisite: Matriculation in Sequence 1 Childhood or Adolescence Education Program Students or EDD 609, EDD 610 or equivalent.

EDD 615 - Developmental Psychology: Adolescence (3) (GNA)
3 hours; 3 credits. Psychological development from early to late adolescence with emphasis on those aspects of personal and social adjustment that influence school learning in middle schools and high schools. Theoretical formulations and research findings will be related to situations encountered in the class by teachers. Prerequisites: Matriculation in Sequence 1 Graduate Adolescence Education Program or EDD 610.

EDD 616 - Comparative and International Education (3) (GNA)
3 hours; 3 credits. Comparison of educational philosophies and systems in the modern world.

EDD 617 - Topics in Moral Development and Education (4) (GNA)
3 lecture hours; 1 conference hour; 4 credits. Students examine a number of important questions from the perspective of developmental psychology: What are moral values? How do individuals develop morally and ethically? Is there a connection between moral reasoning and moral behavior? What educational efforts foster character and moral development? Several major perspectives on the development of moral values will be explored, including cognitive development theories (Erikson, Piaget, Gilligan, Kohlberg, among others) and analysis of clinical and observation research studies (e.g., Robert Coles, William Damon). In addition, the interaction of moral values and behavior will be examined through the use of film and literature. Throughout, we examine applications of moral development and behavior to the classroom. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 609, EDD 610 or equivalent.

EDD 618 - The Idea of the Contemporary University (3) (GNA)
3 hours; 3 credits. Examination of the contemporary critique of higher education with particular focus on curriculum issues within the university and their connection with curriculum issues in the primary and secondary schools. The mission of the university is explored through the works of such thinkers as Michael
Oakeshott, Alfred North Whitehead, Jos' Ortega y Gasset, and Martha Nussbaum in order to speculate on how their ideas inform our study. The course provides a forum for students to extend their understanding of the U.S. university and its relationship to U.S. society, especially lower educational institutions.

EDD 620 - The Teacher and Curriculum Improvement (3) (GNA)
3 hours; 3 credits. Exploration of practices that improve the learning process. Examination of the role of the classroom teacher in planning classroom curriculum within the context of a specific school's purpose, function, and structure. Use of the Internet for curriculum development and delivery.

EDD 622 - The School and Its Community Relationships (3) (GNA)
3 hours; 3 credits. Examination of social forces affecting the school in U.S. society. Socialization of the individual in the family, peer group, and community agency, in group educative processes, and in intergroup relations. Individual projects in testing general concepts through exploration of sociological phenomena in the local community.

EDD 623 - The Cultural Context of Thinking and Learning (4) (GNA)
3 lecture hours; 1 conference hour; 4 credits. The wide range of cultural traditions represented in New York City's schools necessitates understanding that goes beyond sympathetic tolerance. This course will address perceived differences that adversely affect students and differences that are important for understanding their learning and development. Areas of focus will include: differences in cultural emphasis and cultural practices, consideration of schooling and literacy as catalysts for particular kinds of cognitive change; and the effects of a changing media landscape upon child development. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 609, EDD 610 or equivalent.

EDD 624 - Multiethnic Approaches to Teaching (3) (GNA)
3 hours; 3 credits. Examines culture and ethnicity through historical, sociological, and philosophical foundations and emphasizes the influence of these factors on language acquisition. Includes a minimum of twenty (20) hours community-based field experience.

EDD 625 - Activities Approach to Development and Learning (4) (GNA)
3 lecture hours; 1 conference hour; 4 credits. Why is school knowledge so inert -- so difficult for students to transfer and implement in real-life problem solving? The course explores this issue using the ideas of cultural-historical activity theory of development and learning. It challenges the view of mind as "container for knowledge" and the view of knowledge as information and then offers a fresh look at many popular notions in contemporary education, such as construction of knowledge, hands-on learning, student-centered instruction, discovery learning, and others. The critical difference between memorization and learning with implications for classroom teaching is discussed. The main goal is to examine how teachers can turn from "stuffing" students' minds with information to promoting the development of their thinking. Note: Sequence 2 students need to register for EDE 200 or EDE 260 or EDE 609 or EDE 610 prior to enrolling for this course. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 609, EDD 610 or equivalent.

EDD 626 - Historical Themes and Interpretations (3) (GNA)
(Also HST 626). 3 hours; 3 credits. Examination of selected themes in world history, such as nationalism, globalization, minorities and society, religion and the state, and humans and their environment. Each semester the course will focus on the development of one theme, affording students the opportunity to deepen their interpretation through case studies, critical analysis of texts, museum work, and Internet research. Crosslisted as: HST 626.

EDD 627 - Historical Perspectives on Mathematics Topics (3) (GNA)
(Also MTH 627). 3 hours; 3 credits. An examination of the historical origins and contemporary applications of mathematics topics selected from areas such as arithmetical computation, number theory, cryptology, graph theory, geometry, and probability. Emphasis on exploration, analysis, and problem solving. Intended for teachers who wish to extend their own knowledge of mathematics and enhance classroom pedagogy. Prerequisites: Two courses in fundamentals of mathematics (equivalent to MTH/SLS 217 and MTH/SLS 218).

Crosslisted as: MTH 627.

EDD 628 - Philosophy and Children (3) (GNA)
3 hours; 3 credits. Study of selected classics of Western philosophy. Creation of ways to bring philosophical issues, concerns, and practices into schools in forms accessible to students in grades K-12. Practice with community of inquiry teaching techniques.
EDD 629 - Factors and Components of Educability (4) (GNA)
4 hours; 4 credits. Why do children appear to be so different in their ability to learn? Can we be satisfied with many versions of the "nature and nurture" explanation? What major factors affect students' educability? What are those more specific abilities that underlie educability and where do they come from? What does it mean to be psychologically ready for formal schooling? The course offers some non-traditional answers to these questions by challenging the view of abilities as stable intrinsic properties of the individual. The main focus is on what teachers can do to enhance students' ability to succeed academically. Prerequisite: Matriculation in Sequence 1 Graduate Childhood or Adolescence Education Program or EDD 609 or EDD 610.

EDD 630 - Educational Seminar I (3) (GNA)
3 hours; 3 credits. Preparation for a student inquiry involving the collection of data on the processes and conditions of learning, including the identification of a topic, problem, or question for study, and the investigation of relevant literature. Students complete a critical literature review and design a project to be executed in EDD 631. Prerequisite: Before beginning the course, students must have completed at least 21 credits in the Graduate Adolescence or Childhood Education programs, have a GPA of at least 3.0, and have obtained permission of the instructor.

EDD 631 - Educational Seminar II (3) (GNA)
3 hours; 3 credits. Implementation of a student-initiated inquiry involving the collection of data on the processes or conditions of learning. The seminar serves as a forum to guide and assess students' progress on their project design from EDD 630. Students submit a formal written document and make an oral presentation, both of which critique relevant literature, analyze research findings, interpret the significance of the project, and consider its implications. Prerequisite: EDD 630.

EDD 632 - Social Foundations Introductory Seminar (4) (GNA)
3 lecture hours, 1 conference hour; 4 credits. Why do schools tend to be frustrating places for educators and students? How can we make schools better? This course introduces the foundations disciplines of sociology, philosophy and history. Drawing on the content and methodological tools of these disciplines, we explore the dynamic social, political, and economic trends inside and outside of schools, including cultural differences, testing, bureaucracy, classroom dynamics, politics and power, and school communities. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 602 or equivalent.

EDD 634 - Teaching in America: The Lives of Teachers (4) (GNA)
3 lecture hours, 1 conference hour. What has teaching been like for teachers over the last century? What have they thought and felt about their work? And how can understanding the historical experiences of teachers help you in becoming a teacher? This course examines such questions through a variety of artifacts, including primary documents, literature, and film; as often as possible, it highlights teachers' voices through their diaries, letters, and oral histories. In addition to developing knowledge about the lives and work of teachers, students will deepen their abilities to examine historical texts, to synthesize a variety of evidence, and to produce a credible argument about the past. Prerequisite: Graduate Student Status.

EDD 635 - Experimental Philosophy of Education (4) (GNA)
3 lecture hours, 1 conference hour. Experimental philosophers design experiments to test how ordinary people - as opposed to philosophically trained ones - think about philosophical issues and ideas. Students will design and carry out experiments to validate, refine, or refute the ideas of educational theorists or the practices of contemporary schools. Prerequisite: Graduate Student Status.

EDD 636 - The Good Teacher (4) (GNA)
3 Lecture Hours; 1 Conference Hour. Exploration of teaching as a moral activity from a variety of ethical perspectives and value preferences in order to consider the contributions moral theory makes to classroom instruction, leadership style, and school policy. Students will critique ideas in the ethics of education in order to clarify and articulate their own standards of moral decision making as educational professionals. Prerequisite: Graduate Student Status.

EDD 637 - The MicroSociology of Classroom Life (4) (GNA)
3 lecture hours, 1 conference hour. This course explores the educational applications of sociological and social psychological theory and research to interaction processes within schools and classrooms. Foundational works will provide students with a theoretical understanding of the complex facework that is performed in an array of P-12 classroom settings. Topics include processes of influence, role differentiation, identity formation, social mechanisms, and intra / inter-group dynamics of peer relations.
Methods for observation and analysis of small groups will also be addressed.

Prerequisite: Graduate Student Status.

**EDD 638 - The History of Fads and Frills in Schools (4)** (GNA)

3 lecture hours, 1 conference hour. Why do schools regularly adopt and abandon curricula and pedagogies? Why have some schooling practices become thoroughly embedded? This course seeks to understand the temporary and the seemingly permanent in education through an examination of historical cases of school reforms, some of which became essential school practices, others that cyclically appear in slightly different forms from time to time and still others that came and went.

Prerequisite: Graduate Student Status.

**EDD 642 - New Media of Instruction (3)** (GNA)

3 hours; 3 credits. Students learn to apply new educational technology to enhance their own professional growth and productivity. They will use technology in communicating, collaborating, conducting research, decision making, and solving problems. Using the Internet as an educational resource and learning how to infuse technology in teaching and learning are the main goals of the course. Note: This course is not open to students who have successfully completed CSC 602.

**EDD 643 - Sociology of Schools (4)** (GNA)

4 hours; 4 credits. This course applies sociological approaches to the study of school organization and its effects. Students are introduced to a wide array of topics that relate to the embeddedness of schools in social contexts. The course will span a variety of organizational processes such as moral and technical socialization, stratification, authority, social cohesion, and knowledge organization and distribution.

**EDD 691 - Perspectives on Managing Diverse Learning Settings (4)** (GNA)

4 hours; 4 credits. This course is designed to a) provide teachers with a theoretical understanding of the origins and consequences of students' behaviors; b) prepare them to develop multiple positive approaches for addressing these behaviors; and c) provide an opportunity to re-examine their personal practices and philosophy. The course will address a variety of social-psychological approaches that are appropriate for learning settings with diverse populations, including students with special needs and those with varied cultural and linguistic backgrounds. (Open only to students participating in the Teachers on Sabbatical Program). Note: Sequence 2 students need to register for EDE 200 or EDE 260 or EDE 609 or EDE 610 prior to enrolling for this course. Prerequisite: 1) Introductory Psychological Foundations Course and; 2) Introductory Social Foundations course.

**EDD 711 - Introduction to Computational Thinking for Teachers (3)**

3 hours. An introduction to computer science and computational thinking, and their classroom applications. Students will learn to use application tools in the content areas such as SCRATCH and App Inventor. The course will look at the definition and differences between the concepts of computational thinking, computer science and the field of educational technology, along with current trends in a computer science education. Students will be required to complete hands-on projects in various computer science education platforms.

Prerequisite: Enrollment in a graduate education program or currently teaching in P-12. Crosslisted as: CSC 711.

**EDE - Education: Elementary**

**EDE 601 - Teaching and Learning Social Studies in Elementary Education (3)** (GNA)

3 hours; 3 credits. This course is designed to prepare prospective teachers for social studies instruction at the elementary level. The course examines the structures and concepts of the social studies as well as appropriate connections to other disciplines within the curriculum. Relevant research on child development and learning is incorporated, as are strategies to provide for students' special needs. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of 15 hours is included. Not open for students who have taken EDE 302 or its equivalent.

**EDE 602 - Teaching and Learning Reading in Elementary Education (3)** (GNA)

3 hours; 3 credits. The methodologies and materials used in reading instruction and literacy development. Students will analyze and apply strategies, organizational designs, materials, and assessments for language and literacy teaching. Technology will be infused throughout the course to facilitate teaching and learning processes. Emphasis will be placed on addressing the needs of students in urban contexts, who reflect a range of abilities, experiences, and diverse cultural and linguistic communities. A fieldwork component of 15 hours is included. Not open for students who have taken EDE 302 or its equivalent.
EDE 603 - Teaching and Learning Mathematics in Elementary Education (3) (GNA)
3 hours; 3 credits. The design and implementation of mathematics lessons that will address the needs of students with a variety of abilities, the integration of instructional technology into the curriculum, and multiple approaches to assessment of learning. The roles of context, culture, and language are explored as they relate to the development of mathematical ideas, strategies, and models in the elementary years. A fieldwork component of 15 hours is included. Not open for students who have taken EDE 303 or its equivalent.

EDE 604 - Teaching and Learning Science in Elementary Education (3) (GNA)
3 hours; 3 credits. An inquiry approach to help entering teachers develop methods that foster and encourage elementary students to develop their natural curiosities about their world. Students will learn how to teach science within the context of the state and national science standards. The course will stress experiential teaching of science and refinement of students' professional approach based on peer feedback and self-reflection. A fieldwork component of 15 hours is included. Not open for students who have taken EDE 303 or its equivalent.

EDE 605 - Language, Culture, and Literacy Development (4) (GNA)
3 lecture hours; 1 conference hour; 4 credits. This course explores literacy as a social, cultural, and political practice in order to unpack and re-imagine literacy learning and teaching for all students. It provides various perspectives on literacy as an integral part of social, cultural, and discursive experiences. Participants closely examine perspectives ranging from critical literacy, new literacies, and traditional social/cultural literacy as a means to highlight the significance of literacy as a socio-cultural and political practice. In the course, students will relate various perspectives to the literacy acquisition environment and literacy instructional practices. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 608 - Teaching Practicum I in Elementary Education (2-3) (GNA)
2 hours. Graded Pass (P) or Fail (F). Students complete a minimum of 30 days in a mentored teaching experience in an elementary school setting in grades 1-3 or 4-6. Students currently employed as teachers or serving as teacher residents work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher's role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined.

EDE 609 - Teaching Practicum II in Elementary Education (1-3) (GNA)
1 hour. Graded Pass/Fail. Graded Pass/Fail. Students complete a minimum of 20 days in a mentored teaching experience in an elementary school setting in grades 1-3 or 4-6. Students currently employed as teachers or serving as teacher residents work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher's role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined.
Prerequisite: EDE 608.

EDE 610 - Student Teaching in Elementary Education (6) (GNA)
6 hours; 6 credits. Graded Pass/Fail. Practice and problem solving in student teaching in elementary schools. Students are required to be in attendance at an assigned school full-time (8:30am-3:00pm), five days per week. Students will teach in grades 1-3 for part of the semester and in grades 4-6 for part of the semester. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Prerequisites: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, and EDE 604.

EDE 611 - Effective Literacy Instruction at the Elementary School Level (4) (GNA)
3 lecture hours; 1 conference hour; 4 credits. This course explores literacy as a social, cultural, and political practice in order to unpack and re-imagine literacy learning and
teaching for all students. It provides various perspectives on literacy as an integral part of social, cultural, and discursive experiences. Participants closely examine perspectives ranging from critical literacy, new literacies, and traditional social/cultural literacy as a means to highlight the significance of literacy as a socio-cultural and political practice. In the course, students will relate various perspectives to the literacy acquisition environment and literacy instructional practices. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 612 - Literacy Assessment: Understanding Struggling Readers and Writers for Teachers (4) (GNA)

3 lecture hours; 1 conference hour; 4 credits. The course is designed to introduce elementary school teachers to a variety of literacy assessment tools that diagnose struggling readers and writers. Exposed to an array of both formal and informal assessment tools, teachers will develop an in-depth understanding of the nature of literacy assessment tools, their applications, constraints, and the importance of systematically assessing the strengths and weaknesses of struggling readers and writers. Teachers will have opportunities to assess learners and develop intervention plans for students they assess. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 614 - Literacy Coaching and Staff Development (4) (GNA)

3 lecture hours; 1 conference hour; 4 credits. This course is designed to provide students with an understanding of the roles of administrator of literacy programs, supervisor of literacy specialists, and literacy coach, and how each role contributes to supporting teachers in becoming more thoughtful and knowledgeable about their instruction as a means to significantly improve student outcomes in literacy. The course is conducted through a combination of readings, discussions, activities that model key functions of each role, projects, and field experience. Students will maintain a reflective journal and create a professional development session for literacy specialists. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 615 - Special Topics In Literacy (4) (GNA)

3 lecture hours; 1 conference hour; 4 credits. This course is designed to provide teacher candidates with an in-depth exploration of specific literacy issues that are relevant to literacy instruction, acquisition, and participant inquiry. Some examples of such relevant topics would be: vocabulary instruction and acquisition, multimodality, comprehension in the age of new literacies, functional literacy in digital times, literacy and music, literacy and art, etc. Expert scholars and educators from the education department will teach the topic course depending on their expertise. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 620 - Advanced Social Studies Education for Elementary School Teachers (3) (GNA)

3 hours; 3 credits. The place of the social studies in the elementary school curriculum. Development of units and other teaching and learning materials. Emphasis on creative learning in the social studies.

EDE 630 - Advanced Science Education for Elementary School Teachers, Grades 3-6 (3) (GNA)

3 hours; 3 credits. Investigation of current curriculum improvement projects and new trends in elementary science education. Examination of conceptual schemes in the biological and physical sciences as they relate to the children's "doing" of science in grades 3-6.

EDE 631 - Advanced Science Education for Elementary Teachers, Grades 1-2 (3) (GNA)

3 hours; 3 credits. An intensive exploration of current theory in science education in grades 1 and 2 with particular emphasis on the transformation of theory into classroom experience. Current research studies and related literature will be utilized to provide a conceptual framework within which modern trends in the discipline may be viewed.

EDE 640 - Advanced Mathematics Education for Elementary School Teachers, Grades 3-6 (3) (GNA)

3 hours; 3 credits. Examination of the conceptual structure in mathematics of the mathematics curricula for the elementary school in grades 3-6. Designed to assist the teacher in presenting these concepts, this course explores a variety of viewpoints concerning development and reinforcement of subject matter at successive levels. Prerequisite: At least two courses in mathematics at the 100 level or above.

EDE 642 - Advanced Mathematics for Elementary School Teachers, Grades 1-2 (3) (GNA)

3 hours; 3 credits. Analysis of the conceptual structures in mathematics as applied to grades 1 and 2. Developed to aid the teacher in communicating modern concepts of mathematics to young children.

EDE 643 - Mathematics Curriculum In The Elementary School (4) (GNA)

3 lecture hours; 1 conference hour; 4 credits. An examination of the elementary school mathematics curriculum. A particular focus is the New York State curriculum and its connections to broader curriculum
standards promulgated by national committees and professional associations. The development of mathematics content topics and process skills across grades K-6 is emphasized, and articulation with the middle school mathematics curriculum is addressed. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 603 or equivalent.

**EDE 644 - Mathematics Pedagogy In The Elementary School (4) (GNA)**

3 lecture hours; 1 conference hour; 4 credits. A focus on expanding the teacher's pedagogical content knowledge to help children learn mathematics. Opportunities are provided for collaboration in designing and demonstrating instruction for varied learning objectives. Such activities serve as participatory models for classroom practice. Topics include theories of mathematics pedagogy, strategies that correlate with the theories, and tools to implement these strategies in classrooms. Prerequisite: EDE 643

**EDE 645 - Patterns in Mathematics (4) (GNA)**

3 lecture hours; 1 conference hour; 4 credits. A focus on expanding the teacher's mathematical knowledge for teaching with an emphasis on the reasoning required to recognize, describe, and generate mathematical patterns. Topics are taken from two broad areas of the elementary school curriculum: numbers (number sets, structure, counting techniques) and geometry (figures, shapes, structures). The course builds upon and extends prior studies in mathematics by examining relationships of patterns within each area and the connections between particular numeric and geometric patterns. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 603 or equivalent.

**EDE 646 - Issues in Mathematics Education (4) (GNA)**

3 lecture hours; 1 conference hour; 4 credits. An examination of selected current and emerging issues in mathematics education. Topics involve the interplay of teaching, learning, curriculum, and assessment. National reports, position papers, research, and practice provide different perspectives on the selected issues. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 603 or equivalent.

**EDE 650 - Advanced Study in Reading (3) (GNA)**

3 lecture hours; 1 conference hour; 4 credits. This course is designed to provide teachers with an inventory of ideas in reading. The programs, methods, and materials in reading diagnosis, skill development, and creativity presented in this course will be applicable to classroom situations.

**EDE 651 - Integrated Strategies for Underachieving Readers (3) (GNA)**

3 hours; 3 credits. Examination of theories of oral and written language learning with a focus on models of literacy instruction for children at risk of reading failure. Review and evaluation of formal and informal assessments and teaching strategies for children from diverse language and cultural backgrounds and methods for addressing specific reading problems within a balanced reading program.

**EDE 652 - Children's Literature (3) (GNA)**

3 hours; 3 credits. Examinations of the place of reading in the child's life. Use of reading techniques to acquire enjoyment, interest, information, and, especially, appreciation. Storytelling materials appropriate for children in nursery school and kindergarten. Interpretive and critical study of literature suitable for children of varied abilities and backgrounds in elementary grades. Introduction to promising practices of using children's literature in various fields.

**EDE 661 - Music and Movement in Childhood Education (3) (GNA)**

3 hours; 3 credits. An examination of theories and current methods in the teaching of music, movement, and dance in early childhood and elementary schools. Techniques of instruction and motivation to promote expressiveness, creativity, appreciation, and skill in music, movement, and dance. Studio experiences for students who want to develop their understanding and skill in teaching music and movement to children who are developing normally and to children with special needs.

**EDE 662 - Advanced Art (3) (GNA)**

3 hours; 3 credits. An examination of theories and current methods in teaching art in early childhood and elementary schools. Techniques of instruction and motivation to promote expressiveness, creativity, appreciation, and skill in art. Studio experiences for students who want to develop their understanding and skill in teaching art to children who are developing normally and to children with special needs.

**EDE 663 - Aesthetic Education (4) (GNA)**

3 lecture hours; 1 conference hour; 4 credits. This course examines arts that challenge conventional ways of thinking and perceiving education, and ideas about the interdisciplinary role of arts in education through historical, social, and psychological analysis. Students will engage with works of arts- visual art, music, drama and dance in childhood education. The class will also include experiences on aesthetic fields, including making, presenting, responding to, and evaluating works of art.
within educational and cultural contexts. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

**EDE 664 - Music Literature in Childhood Education (4) (GNA)**

3 lecture hours, 1 conference hour; 4 credits. Introduction to musical traditions from around the world and throughout human history; examination of musical notation, development of music theory, specific musical periods and cultural traditions; introduction to and experiences in ways different styles of music can be integrated in a childhood curriculum. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

**EDE 665 - Introduction to Keyboard for Classroom Teachers (4) (GNA)**

3 lecture hours, 1 conference hour; 4 credits. Designed for students who are non-music majors, the course will prepare childhood classroom teachers to use a keyboard in class through accompanying children's songs and to play simple chord progressions for movement. Students will be introduced to music reading and notation; the rudiments of music (meters, major and minor scales, key signatures, intervals); chord construction and progression; sight-singing and simple song harmonization; and creative activities through improvisation. In addition to learning musical knowledge and developing skills, students will have opportunities to investigate different ways to integrate musical knowledge and skills into the childhood curriculum. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

**EDE 671 - Thematic Content Knowledge In The Elementary Social Studies (4) (GNA)**

3 lecture hours, 1 conference hour; 4 credits. Students will acquire wider knowledge of the curriculum and a deeper understanding of the content themes of the Social Studies, as outlined by state and national associations. From this deeper understanding of the content and context of the core curriculum, students of teaching will create authentic, grade-aligned learning activities and assessments that meet the diverse needs of all students. Field experience related assignments will be drawn from the student's individual school settings. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 620

**EDE 672 - Social Studies Issues Through Literature And Music (4) (GNA)**

3 lecture hours, 1 conference hour; 4 credits. Students will acquire wider knowledge of the curriculum and a deeper understanding of the content themes of the Social Studies, as outlined by state and national associations. From this deeper understanding of the content and context of the core curriculum, students of teaching will create authentic, grade-aligned learning activities and assessments that meet the diverse needs of all students. Field experience related assignments will be drawn from the student's individual school settings. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 620

**EDE 673 - Enrichment Of The Social Studies Curriculum And Pedagogy Through Technology (4) (GNA)**

3 lecture hours, 1 conference hour; 4 credits. The course provides experiences that lead to the understanding of the relationships between science, technology, and society. Technology will be used as a tool to guide teachers to develop understanding of multidisciplinary and multi-perspective approaches to the curriculum and the pedagogy of the Social Studies. The course highlights best learning and teaching practices such as: inquiry skills, patterns for information organization, multiple learning environments and resources, student-centered pedagogy, and authentic assessment. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 620

**EDE 674 - Problem-Based Learning Strategies For The Elementary Social Studies (4) (GNA)**

3 lecture hours, 1 conference hour; 4 credits. Teachers explore the theory and processes of Problem-Based Learning to support best teaching practices and guide children to develop effective and efficient problem solving, self-directed learning, and team skills. The course will identify and apply strategies through which teachers can plan to provide elementary students the opportunity to examine and provide solutions for concrete problems in context of the Social Studies curriculum. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 620.

**EDE 680 - Science Curriculum in the Elementary School (4) (GNA)**

3 lecture hours, 1 conference hour; 4 credits. This course examines the elementary school science curriculum. A particular focus is the New York State Curriculum and its connections to broader curriculum standards promulgated by national groups such as the National Science Teachers Association and National Academy of Science. The development of content topics and process skills across grades 1-6 is emphasized and articulation with the middle school science curriculum is addressed. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 604 or equivalent.
EDE 681 - Science Experiment Design For The Elementary School (4) (GNA)

3 lecture hours, 1 conference hour; 4 credits. This course will prepare elementary school teachers to develop inquiry-based science experiments and demonstrations that can enhance students' learning of the standards-based science curriculum, meet needs of kids with different learning styles, and create additional motivation for learning science. The course will address the issues of integration of instructional technology into the science curriculum while utilizing a variety of traditional and emerging technologies, such as the Internet, computer games, software packages, data collection devices and handhelds. Strong emphasis will be placed on development of conceptual understanding of key science ideas, use of performance-based assessment of learning, differentiated instruction, and collaborative teaming. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program.

EDE 682 - Children's Naïve Theories and Misconceptions in Science (4) (GNA)

3 lecture hours, 1 conference hour; 4 credits. This course will examine the most common of children's naïve theories and misconceptions in science and their sources. Students will analyze research about children's misconceptions and develop teaching methods to refute the most widespread and enduring misconceptions held by elementary school students. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 604 or equivalent

EDE 683 - Modern Physics for Elementary School Teachers (4) (GNA)

3 lecture hours, 1 conference hour; 4 credits. An examination of modern physics topics of relativity and quantum mechanics and such offspring as nuclear and particle physics, cosmology, and 'grand unified theories.' Students explore ideas ranging from the fanciful (e.g. time travel) to the critically important (e.g. nuclear radioactivity). Emphasis is on understanding important concepts of modern physics rather than on mathematical manipulation. Intended for elementary school teacher candidates who wish to extend their own knowledge of modern physics and enhance elementary classroom curriculum. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 604 or equivalent

EDE 684 - Big Ideas of Science (4) (GNA)

3 lecture hours, 1 conference hour; 4 credits. Education research suggests that students improve their learning and understanding of science when connections are made to essential questions and big ideas. In science big ideas include energy, evolution and matter. This course will enable students to develop deep, transferable understanding and skills by relating the concepts taught in the elementary science curriculum to science big ideas. This course will focus on the development of students' ability to understand the changing world in which they live. They develop this by utilizing a broad range of thinking skills and learning styles to promote meaningful and deep learning. The course will include activities and experiments that address multiple learning styles and abilities, and foster skill development including mathematics, scientific literacy and technical skills. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 604 or equivalent

EDE 691 - Part I: Science Experiment Design for the Elementary Schools (2) (GNA)

2 hours; 2 credits. This course will be graded Pass/Fail. Part I of a course to prepare elementary school teachers to develop inquiry-based science experiments and demonstrations that can enhance students' learning of the standards-based science curriculum, meet needs of children with different learning styles, and create additional motivation for learning science. The course will address the issues of integration of instructional technology into the science curriculum while utilizing a variety of traditional and emerging technologies, such as the Internet, computer games, software packages, data collection devices and handhelds. Strong emphasis will be placed on the development of conceptual understanding of key science ideas, use of performance-based assessment of learning, differentiated instruction, and collaborative teaming. Prerequisite: Permission of the School of Education.

EDE 692 - Part II: Science Experiment Design for Elementary Schools (2) (GNA)

2 hours; 2 credits. This course will be graded Pass/Fail. Part II of a course to prepare elementary school teachers to develop inquiry-based science experiments and demonstrations that can enhance students' learning of the standards-based science curriculum, meet needs of children with different learning styles, and create additional motivation for learning science. The course will address the issues of integration of instructional technology into the science curriculum while utilizing a variety of traditional and emerging technologies, such as the Internet, computer games, software packages, data collection devices and handhelds. Strong emphasis will be placed on the development of conceptual understanding of key science ideas, use of performance-based assessment of learning, differentiated instruction, and collaborative teaming. Prerequisite: Permission of the School of Education and EDE 691.
EDE 693 - Part I: Children’s Naive Theories and Misconceptions in Science (2) (GNA)

2 hours; 2 credits. This course will be graded Pass/Fail. Part I of a course that will examine the most common of children's naïve theories and misconceptions in science and their sources. Students will analyze research about children's misconceptions and develop teaching methods to refute the most widespread and enduring misconceptions held by elementary school students. Prerequisite: Permission of the School of Education.

EDE 694 - Part II: Children's Naive Theories and Misconceptions in Science (2) (GNA)

2 hours; 2 credits. This course will be grades Pass/Fail. Part II of a course that will examine the most common of children's naïve theories and misconceptions in science and their sources. Students will analyze research about children's misconceptions and develop teaching methods to refute the most widespread and enduring misconceptions held by elementary school students. Prerequisites: Permission of the School of Education and EDE 693.

EDE 696 - Part II: Big Ideas of Science (2) (GNA)

2 hours; 2 credits. This course will be graded Pass/Fail. Education research suggests that students improve their learning and understanding of science when connections are made to essential questions and big ideas. In science big ideas include energy, evolution and matter. Part II of a course that will enable students to develop deep, transferable understanding and skills by relating the concepts taught in the elementary science curriculum to science big ideas. This course will focus on the development of students' ability to understand the changing world in which they live. They develop this by utilizing a broad range of thinking skills and learning styles to promote meaningful and deep learning. The course will include activities and experiments that address multiple learning styles and abilities, and foster skill development including mathematics, scientific literacy and technical skills. Prerequisites: Permission of the School of Education.

EDL - Education: TESOL

EDL 601 - Bilingualism and Second Language Acquisition: Theory and Research (3) (GNA)

3 hours; 3 credits. This course provides candidates with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. Candidates will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing. Requires a minimum of ten (10) fieldwork hours.

EDL 602 - Linguistics for Teachers (3) (GNA)

3 hours; 3 credits. An introduction to language as a system, with a particular focus on teaching English as a second language (TESOL) to students in public schools, Grades PreK-12. Requires a minimum of ten (10) fieldwork hours.

EDL 603 - Methods of Teaching TESOL PreK-12 (3) (GNA)

3 hours; 3 credits. An examination of the past and present approaches, methods, and techniques for teaching English as a Second Language. Requires a minimum of twenty (20) fieldwork hours.

EDL 604 - Emergent Literacy for English Language Learners PreK-12 (3) (GNA)

3 hours; 3 credits. Develops instructional competencies in pre-literacy and emergent approaches for students from culturally and linguistically diverse backgrounds. Connects language development in a second language to phonemic awareness, phonics, spelling, vocabulary development, and comprehension and fluency. Examines reading/writing process and biliteracy; theory and research on literacy; and effective teaching and assessment approaches for English language learners. Requires a minimum of fifteen (15) fieldwork hours.

EDL 605 - Content Literacy for English Language Learners PreK-12 (3) (GNA)

3 hours; 3 credits. Focused on research-based instruction for teaching reading and writing in the content areas.
Emphasizes similarities and differences between reading and writing in two or more languages, vocabulary development, reading fluency, and strategies for text comprehension. Requires a minimum of fifteen (15) fieldwork hours. Prerequisite: EDL 604

**EDL 606 - Assessment of Language Learners (3) (GNA)**

3 hours; 3 credits. An examination of innovative approaches to assessing language minority students and English language learners. Topics include identification, placement, monitoring of student progress, development of authentic performance-based measures, application of measurement concepts, analysis of assessment instruments, and linking assessment to instruction. Requires a minimum of twenty (20) fieldwork hours. Prerequisite: EDD 624, EDL 601, EDL 602, EDL 603, EDL 604, EDL 605

**EDL 607 - TESOL Supervised Practicum (3) (GNA)**

3 hours; 3 credits. Candidates complete 40 days (approximately one semester) or the equivalent in supervised elementary and secondary EDL teaching experiences. Candidates work with faculty supervisor, cooperating teachers, and school principals or designees to enhance learning for individuals and groups of ELLs. Candidates meet once a week for two hours in a seminar and reflect upon their practicum experiences in terms of application of educational methodologies, concepts, theories, and philosophical perspectives studied in the TESOL program. In this way, the seminar supports candidates as they begin the process of developing their own approaches to teaching and learning as they explore an ESL teacher's role in developing educational environments that are safe and nurturing as well as intellectually stimulating and challenging for their students. Prerequisite: EDD 624, EDD 612, EDL 602, EDL 603, EDL 604, EDL 605, EDL 606.

**EDL 608 - Methods in Reading and Language Arts in Bilingual Education (3) (GNA)**

3 hours; 3 credits. Provides students with theories and instructional methods for the development of language and literacy in a bilingual-multilingual classroom. The emphasis will be on first and second language literacy with connections to cultural literacy practices in the languages of the classroom. Students will engage in creating a literacy plan of instruction in a language other than English. The languages for which New York State grants certification are: Arabic, Bengali, Cantonese, French, Haitian Creole, Hebrew, Korean, Mandarin, Polish, Russian, Spanish, Urdu, Vietnamese and Yiddish. Pre- or corequisites: EDL 601, EDL 602.

**EDL 609 - Methods Across the Content Areas in Bilingual Education (3) (GNA)**

3 hours; 3 credits. Focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content areas in English and languages other than English. Students develop skills to examine, evaluate, and create instructional materials to teach mathematics, science, social studies, and other content areas in the first and second language in a bilingual-multilingual classroom. Prospective bilingual teachers will examine interdisciplinary content skills, and specific language-related skills on how to use available materials and resources (i.e., standard glossaries and curriculum guides) when planning and integrating content-area learning experiences and/or interdisciplinary thematic units, using both English and one native language. Pre- or corequisites: EDL 601, EDL 602.

**EDM - Education: Middle School**

**EDM 601 - Teaching and Learning Social Studies at the Middle School Level (3) (GNA)**

3 hours; 3 credits. Introduction to the history, content, methods, and functions as well as structures, concepts, and instruction of social studies to young adolescents are examined. Students explore a range of alternative strategies and technologies to address the needs of adolescents with and without special needs. Cultural and linguistic diversity are widely integrated in course content as in individual and group assignments in which students create specific curricula in social studies at the middle school level. Prerequisite: Entry into Sequence 3 program.

**EDM 603 - Teaching and Learning Mathematics at the Middle School Level (3) (GNA)**

3 hours; 3 credits. Investigation of issues and research in mathematics teaching and learning at the middle school level. Topics include curriculum, standards, technology, assessment, diverse learners, problem solving, instructional strategies, and resources. Prerequisite: Entry into Sequence 3 program.

**EDM 604 - Teaching and Learning Science at the Middle School Level (3) (GNA)**

3 hours; 3 credits. The course covers the pedagogy and educational issues in science that are fundamental to teaching and learning at the middle school level. Pedagogical topics explored include learning-teaching styles, classroom organization and management, safety and equipment concerns, experimentation, lesson planning and execution, assessment and evaluation, and standards-based programs. Educational issues related to science teaching that will be explored include alternative conceptions and
EDM 605 - Curriculum and Pedagogy Support in the Social Studies for Special Education Teachers of Adolescent Students (3) (GNA)

2 lecture hours, 1 conference hour; 3 credits. This course teaches skills needed by special education generalists to teach the Social Studies in a supportive role, in grades 7-12. The focus is on the understanding of the elements of informational, procedural, dispositional and general skill knowledge embedded in the various disciplines that make up the Social Studies. Teacher candidates examine the pedagogy needed to present the curriculum to adolescent students. Integrated in the course content are the introduction, exploration and application of a variety of instructional strategies that address the cultural, linguistic, gender and learning diversity within adolescent students. Fieldwork of 15 hours is required. The weekly conference hour will be scheduled on-line and involve instructor/participant interaction focused on enhancing theoretical understanding of the concepts introduced in the regularly scheduled sessions. Note: This course is for the Sequence 2 program. Prerequisite: Entry into Sequence 2 of the Generalist MSEd program.

EDM 606 - Curriculum and Pedagogy Support in Math for Special Education Teachers of Adolescent Students (3) (GNA)

2 lecture hours, 1 conference hour; 3 credits. This course teaches skills needed by special education generalists to teach Mathematics in a supportive role, in grades 7-12. It assumes and builds upon mathematical content knowledge acquired in prerequisite study. The course connects pedagogical support strategies to curriculum standards in mathematics. Attention is given to special materials and technology tools that can assist adolescent students in understanding curricular topics in number systems, algebra, functions, modeling, geometry and measurement, and probability and statistics. Fieldwork of 15 hours is required. The weekly conference hour will be scheduled on-line and involve discussions focused on enhancing theoretical understanding of the concepts introduced in the regularly scheduled sessions. Note: This course is for the Sequence 2 program. Prerequisite: Entry into Sequence 2 of the Generalist MSEd program.

EDM 607 - Curriculum and Pedagogy Support in Science for Special Education Teachers of Adolescent Students (3) (GNA)

2 lecture hours, 2 laboratory hours; 3 credits. Teaches skills needed by special education generalists to teach Mathematics in a supportive role, in grades 7-12. It assumes and builds upon mathematical content knowledge acquired in prerequisite study. The course connects conceptual change theories. Prerequisite: Entry into Sequence 3 program.

EDP - Education: Special

EDP 601 - The Gifted Child in the Classroom (3) (GNA)

3 hours; 3 credits. Understanding gifted children and how to meet their educational needs.

EDP 602 - Creative Arts in Special Education (3) (GNA)

3 hours; 3 credits. A workshop in a variety of expressive art media used in teaching children with various learning disabilities.

EDP 610 - Psychological Foundations of Special Children (Effective 2009) (3) (GNA)

3 hours; 3 credits. The psychological, educational, social, and communicative needs of exceptional children and theories of behaviorism and cognitive psychology as they relate to methods of instruction. All categories of exceptionality are covered, with emphasis on cultural and linguistic diversity. Students are required to spend 10 hours in a variety of special education settings collaborating with teachers, parents, and professionals from multidisciplinary teams to broaden their experiences with the practices and services available to students with disabilities.

EDP 611 - Social Foundations of Special Education (3) (GNA)

3 hours; 3 credits. The historical and legal background of special education, a sociological view of disability, and the current state of special education including issues confronting the field, such as inclusion, professionalism, and ethics. The course is designed to broaden students' understanding of the evolution of special education in the contexts of social, economic, and political influences. Students are required to spend 20 hours in a variety of special education settings collaborating with teachers, parents, and professionals from multidisciplinary teams to expand their understanding of the field of special education. Pre- or corequisite: EDP 610
EDP 612 - Foundations of Special Education (3) (GNA)
3 hours; 3 credits. The psychological, historical, and social foundations of special education. All categories of exceptionality are covered, with emphasis on cultural and linguistic diversity. The course covers the current state of special education, including issues confronting the field, such as inclusion, professionalism, and ethics. Students are required to do 20 hours of fieldwork in a variety of special education settings, including an inclusive setting. Fieldwork entails collaboration with parents and professionals from multidisciplinary teams to expand their understanding of the field of special education. Prerequisite: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, EDE 604.

EDP 615 - Teaching Exceptional Adolescents (3) (GNA)
3 hours; 3 credits. The course is designed to provide teachers with the knowledge and competencies required to implement a variety of learning strategies and study skills for improving the literacy skills of adolescents with learning disabilities. Theories and research findings that support the effectiveness of a cognitive approach to literacy instruction, instructional procedures, and facilitation of the process in which the learner is engaged are major components of the course. Prerequisites: EDP 610 and EDP 621.

EDP 620 - Teaching Exceptional Children with Severe and Low-Incidence Handicapping Conditions (3) (GNA)
3 hours; 3 credits. Methods, materials, and curriculum practices for teaching students with severe and low-incidence handicapping conditions. Adaptations and modifications for severely mentally retarded and emotionally disturbed persons will be discussed. Pre- or corequisite: EDP 610 or equivalent.

EDP 621 - Teaching English Language Arts and Social Studies in Special Education and Inclusive Classrooms (3) (GNA)
3 hours; 3 credits. Examination of the learning and curricular needs of students with disabilities in English language arts and social studies. Emphasis is placed on students’ acquisition of a knowledge base in these content areas and on effective methods of instruction. The cultural and linguistic diversity of students with disabilities is discussed in detail. Twenty hours of fieldwork in varied educational environments provide additional experiences in teaching English language arts and social studies. Pre- or corequisite: EDP 610 or EDP 612.

EDP 622 - Classroom Management in Special Education and Inclusive Classrooms (3) (GNA)
3 hours; 3 credits. Examination of behavioral and psychoeducational approaches as they apply to the creation of a respectful classroom environment. Techniques that increase behaviors that lead to teaching and learning techniques that ameliorate behaviors that inhibit teaching and learning are covered in detail for populations including those with mild/moderate, severe, and multiple disabilities. Preventive techniques are emphasized for classrooms in which teachers need to accommodate students with diverse levels of functioning, as well as diverse cultural and linguistic backgrounds. Twenty hours of fieldwork in one setting help students apply the techniques reviewed during class. This course satisfies the NYC Department of Education human relations requirement. Pre- or corequisite: EDP 610 or EDP 612.

EDP 623 - Classroom Management in Special Education II: Practical Applications (3) (GNA)
3 hours; 3 credits. This course emphasizes the skills and competencies required to observe, define, interpret, and manage inappropriate behaviors effectively. Procedures and materials designed to facilitate positive changes in behavior will be discussed. Prerequisites: EDP 610 and EDP 622.

EDP 624 - Reading: Assessment and Instruction in Special Education and Inclusive Classrooms (3) (GNA)
3 hours; 3 credits. Comprehensive coverage of the developmental nature of reading approaches to assessment and instructional methods for correcting reading problems of students with disabilities. The informal assessment techniques discussed include traditional and alternative approaches. Students acquire the skills necessary to assess reading effectively and to make appropriate linkages to instruction. Twenty hours of fieldwork in a variety of educational settings enhance students' experiences in diagnostic techniques and appropriate linkages to instruction. Pre- or corequisites: Sequence 1 Students: EDE 602 or EDP 610; Sequence 2 Students: EDE 602 and EDP 612.

EDP 625 - Reading: Advanced Instructional Methods (3) (GNA)
3 hours; 3 credits. Advanced examination of current reading theories and instructional practices, with emphasis on improving the reading comprehension of students with disabilities. Students gain an in-depth understanding of the interactive nature of reading, the role of language development in reading acquisition, and the connections of language to students’ reading and writing difficulties. Issues addressed include developmentally appropriate instruction, cultural and linguistic diversity, and literature-
based instruction. Twenty hours of fieldwork in a variety of educational settings increase students' knowledge of activities and techniques that enhance reading comprehension. Pre- or corequisites: Sequence 1 students: and EDP 610 or EDP 611; Sequence 2 students: EDE 602 and EDP 612.

EDP 626 - Principles of Assessment in Special Education (3) (GNA)

3 hours; 3 credits. The basic principles of formal and informal assessment used in various classroom settings will be examined. The critical areas of assessment covered include domains of intelligence, academic achievement, language, behavior, and secondary transition. The development of Individualized Education Programs (IEPs) based on the assessment results is also covered. Ten hours of fieldwork enhance student's experience in assessment.

NOTE: This course has a material fee. Pre- or corequisite EDP 610 or EDP 612

EDP 627 - Assessment for Instruction in Special Education and Inclusive Classrooms (3) (GNA)

3 hours; 3 credits. The development, administration, scoring, analysis, and interpretation of informal assessment techniques in the language arts and mathematics. Principles of curriculum-based assessment and criterion-referenced testing are covered in detail with emphasis on the construction of teacher-made tests. Students develop skills in observing, recording, and monitoring students' progress, and planning instruction in the context of classroom curriculum. Prerequisite: EDP 610.

EDP 630 - Practicum in Special Education (3) (GNA)

2 weekly seminar hours: 240 field hours; 3 credits. This course has two components: Fieldwork mentored by a faculty member and a weekly seminar. Students complete 40 days (a total of 240 instructional hours) or the equivalent in a mentored teaching experience with 20 days in lower grades and 20 days in upper grades as outlined by their specific education program. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher's role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined. Pre-requisites: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, EDE 604, EDP 612, and EDP 622.

EDP 631 - Teaching Practicum I in Special Education (2) (GNA)

2 seminar hours per week, 120 field hours; 2 credits. Sequence 2 students who request the Internship Certificate select this option as their college supervised practicum in special education. EDP 631 and EDP 632 must secure their own school placement. This course has two components: Fieldwork mentored by a faculty member and a weekly seminar. In EDP 631, teacher candidates complete 20 (twenty) days (or 120 instructional hours) in a mentored teaching experience in a special education setting as outlined by their specific education program. The teacher candidates role in developing appropriate learning environments is a focal point of this course. Students meet once a week in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher's role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined. Prerequisites: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, EDE 604, EDP 612, and EDP 622.

EDP 632 - Teaching Practicum II in Special Education (1) (GNA)

120 field hours; 1 credit. Sequence 2 students who request the Internship Certificate select this option as their college supervised practicum in special education. EDP 631 and EDP 632 are taken over a year. Upon obtaining a teaching position with NYCDOE, CSI will apply to NYSED for an Internship Certificate for our student. The student taking EDP 631 and EDP 632 must secure his/her own school placement. In EDP 632, teacher candidates complete 20 (twenty) days (or 120 instructional hours) in a mentored teaching experience in a special education setting as outlined by their specific education program. Teacher candidates currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. The teacher's candidate's role in developing appropriate learning environments is a focal point of this course. Prerequisite: EDP 631 and EDP 680.

EDP 633 - Student Teaching in Special Education (6) (GNA)

2 weekly seminar hours, full-time fieldwork; 6 credits. This course has two components: Fieldwork mentored by a faculty member and a weekly seminar. Students are required to be in attendance at an assigned school full-time.
EDP 680 - Special Education in the Early Childhood Years (3) (GNA)

3 hours; 3 credits. This course will emphasize the comparison of normal child development to the special developmental discrepancies of the child with

EDP 645 - Teaching English Language Arts and Social Studies to Adolescent Students with Special Needs (3) (GNA)

2 lecture hours, 1 conference hour; 3 credits. This course addresses the learning and curricular needs of students with special needs in English Language Arts and Social Studies. Emphasis is placed on students' acquisition of a knowledge base in these content areas and on methods of differentiating instruction. The cultural and linguistic diversity of students is discussed in detail. Fieldwork of 20 hours is required. The weekly conference hour requirement for this course will be met through regularly scheduled online moderated discussions focused on issues relevant to field experiences. Sequence 2 students are required to take EDM 605 prior to enrolling for this course. Prerequisite: Permission of Instructor

EDP 646 - Reading Instruction and Assessment of Adolescent Students with Special Needs (3) (GNA)

2 lecture hours, 1 conference hour; 3 credits. This course addresses the learning and curricular needs of students with special needs in English Language Arts and Social Studies. Emphasis is placed on students' acquisition of a knowledge base in these content areas and on methods of differentiating instruction. The cultural and linguistic diversity of students is discussed in detail. Fieldwork of 20 hours is required. The weekly conference hour requirement for this course will be met through regularly scheduled online moderated discussions focused on issues relevant to field experiences. Sequence 2 students are required to take EDM 605 prior to enrolling for this course. Prerequisite: Permission of Instructor

EDP 647 - Integrating Technology into Teaching Math and Science to Adolescent Students with Special Needs (3) (GNA)

2 lecture hours, 2 laboratory hours; 3 credits. The focus of this course is on developing Technological, Pedagogical, and Content Knowledge (TPACK) of special education teachers necessary for supporting mathematics and science teaching and learning. The course will examine the use of traditional and emerging technologies necessary to foster inquiry, enhance learning, and reduce achievement gap for students with special needs. The course consists of weekly lectures and laboratories, and a fieldwork component of 20 hours. Sequence 2 students are required to take EDM 606 and EDM 607 prior to enrolling for this course. Prerequisite: Permission of the instructor.

EDP 640 - Fundamentals of Research in Special Education (3) (GNA)

3 hours; 3 credits. This research-based course introduces students to various methods of inquiry that include principles of empirical research, basic statistical and measurement concepts, and criteria for evaluating published educational research studies. A proposal is developed that is the basis for the culminating research project that students complete in EDP 642. Prerequisite: Sequence 1 Students: EDP 610 or EDP 611 ; Sequence 2 Students: EDP 612.

EDP 642 - Research Project in Special Education (3) (GNA)

3 hours; 3 credits. This course is the second half of the research sequence. To complete the research projects they began in EDP 640, students review and synthesize the literature, collect data, apply statistical methods for data analysis where appropriate, and discuss the implications of their findings. The flexible design of the course allows students to develop their projects based on portfolios, curriculum design, or research reports that incorporate their understandings of the academic and social needs of students with disabilities, the field of special education, and issues inherent in inclusion. The final project represents the culminating experience of the program. Prerequisites: EDP 621, EDP 622, EDP 624, EDP 640, and EDP 680.

EDP 635 - Primary Support Systems in Special Education and Inclusive Classrooms (3) (GNA)

3 hours; 3 credits. Teachers are assisted in understanding and addressing issues pertaining to the related service needs of exceptional children and youth and their families, with focuses on issues of assessment, placement, and provision of related services; identification and prevention of child abuse (sexual, physical, emotional, neglect); and substance abuse. Supportive therapies and other resources addressing the diverse needs of exceptional children are also addressed. Prerequisite: EDP 610.

EDM 605 prior to enrolling for this course. Prerequisite: Permission of Instructor
handicapping conditions in such areas as cognitive, motor, language, social, and behavioral functioning. Techniques of assessment, diagnosis, and program planning will be discussed. Emphasis will also be placed upon the needs of the families of young exceptional children. Prerequisites: Enrollment in a Master's degree program in Education or the Advanced Certificate Program, and EDP 610.

EDP 656 - Teaching English Language Arts/Social Studies in Special Ed/Inclusive Classrooms at Middle School (3) (GNA)

3 hours; 3 credits. Examination of the learning and curricular needs of students with and without disabilities in English language arts and social studies at the middle school level. Emphasis is placed on students' acquisition of a knowledge base in these content areas and on effective methods of instruction. The cultural and linguistic diversity of students with and without disabilities is discussed in detail. Prerequisites: Entry into Sequence 3 program; EDM 601 and EDM 651.

EDP 657 - Reading Assessment and Instruction in Special Education and Inclusive Classrooms at Middle School (3) (GNA)

3 hours; 3 credits. The course offers comprehensive coverage of the reading difficulties of students with and without disabilities at the middle school level. Traditional assessment approaches are addressed, but emphasis is placed on informal assessment techniques including alternative/authentic approaches. Students acquire the skills necessary to assess reading effectively and to use assessment data in the development of instructional plans. Prerequisites: Entry into Sequence 3 program; EDE 651.

EDP 658 - Teaching Mathematics and Science and Integrating Technology in Special Education and Inclusive Class (3) (GNA)

3 hours; 3 credits. At the adolescent level, math and science instruction is provided with an emphasis on the use of technology to foster inquiry and enhance learning. Students acquire information about software and other classroom-based technologies designed to improve academic performance. Students learn to develop curriculum by integrating Web-based activities and making effective instructional adaptations. Prerequisites: EDM 603 and EDM 604.

EDP 660 - Teaching Students with Special Needs (3) (GNA)

3 hours; 3 credits. The psychological, historical, and social foundations of special education along with the categories of disabilities are examined, with emphasis on cultural and linguistic diversity. The course covers the current state of special education, including issues confronting the field, such as inclusion, professionalism, and ethics. When different categories of disabilities are covered, inquiry of applicable instructional techniques is included, with special attention given to curricular adaptations necessary to modify instruction. A fieldwork component of 20 hours is included.

EDP 664 - Practicum Mentorship In Curriculum And Instructional Practices for Students with Disabilities (2) (GNA)

2 hours; 2 credits. Students complete a minimum of 140 hours in a classroom under the supervision of a mentor. This mentorship takes place on elementary, middle or high school sites and focuses on selection, design, modification and evaluation of curriculum and instruction for students with disabilities. The development of Individualized Educational Plan (IEP) goals, instructional objectives, and lesson plans in relation to the child’s level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group, and individualized teaching; collaborative teaching; collaboration with parents; and the evaluation of students and programs are addressed. Prerequisite: EDP 612 or EDP 660.

EDP 665 - Transition: Career and Vocational Education in Special Education (3) (GNA)

3 hours; 3 credits. Discussion of the link between school preparation and the post-secondary needs of exceptional children, youth, and young adults, covering the full range of transition options including post-secondary study in colleges or universities or in vocational programs, and employment in supported or community-based programs. Material will also be presented concerning independent living, recreational leisure activities, and life cycle needs. Prerequisites: Admission to the Master's degree program in Special Education, Elementary Education, or Secondary Education; or the Post-Master's Advanced Certificate Program for Leadership in Education. Pre- or corequisite: EDP 610.

EDP 666 - Practicum Mentorship in Assessment and Classroom Management for Students with Disabilities (2) (GNA)

2 hours; 2 Credits. Students complete a minimum of 140 hours in a classroom under the supervision of a mentor. This mentorship takes place on elementary, middle or high school sites and focuses on selection, design, modification and evaluation of curriculum and instruction for students with disabilities. The development of Individualized Educational Plan (IEP) goals, instructional objectives, and lesson plans in relation to the child’s level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group, and individualized teaching; collaborative teaching; collaboration with parents; and the
evaluation of students and programs are addressed. Prerequisite: EDP 612 or EDP 660. Pre or corequisite: EDP 622 and EDP 626.

EDP 670 - School Leadership in Special Education (3) (GNA)
3 hours; 3 credits. Designed to prepare administrators of special education programs to deal with legal mandates, pupil certification processes, program development and evaluation, personnel evaluation and inservice development, and parent/community issues. Prerequisites: Acceptance of students with graduate status into the Master's degree program in Special Education, completion of EDP 610, EDP 620, or EDP 621, or their equivalent.

EDP 675 - Issues in Bilingualism in Special Education and Inclusive Classrooms (3) (GNA)
3 hours; 3 credits. The purpose of this course is to enhance students' awareness and knowledge of issues relating to cultural pluralism and multilingualism in the field of special education. This course will analyze the needs of individuals with special needs (including exceptionalities and gifted and talented) for which English is not a native language. Topics will include the identification and assessment of English learners with special needs, the validity and reliability of assessments concerning first and second language acquisition, and strategies for the instruction of children from different cultures and with different language experience. Requires minimum of ten (10) fieldwork hours. Prerequisite: For Sequence 1: EDP 610 and EDP 611. For Sequence 2: EDP 612. Pre- or corequisite: (EDP 610 and EDP 611) or EDP 612.

EDP 680 - Integrating Technology in Math and Science Instruction in Special Education and Inclusive Classrooms (3) (GNA)
3 hours; 3 credits. The course examines computer applications to the math and science curricula in special education and inclusive classrooms. Introduction to a variety of strategies and instructional techniques for using educational technology in teaching concepts in science and mathematics to children with learning and behavior problems. The use and evaluation of computer software programs and Internet resources to promote children's academic progress in mathematics and science are explored. Twenty hours of fieldwork in a classroom enhance the students' ability to integrate technology into their lessons. Pre or corequisites: For Sequence 1: EDP 610 and EDP 611. For Sequence 2: EDP 612.

EDP 685 - Perspectives on Normalization and Integration in Special Education (3) (GNA)
3 hours; 3 credits. The purpose of the course is to provide those involved in the education of individuals with special needs with an understanding of the philosophy of normalization and the cultural contexts within which this philosophy developed. The philosophy of normalizing the lives of individuals with disabilities originated in Denmark and was subsequently adopted in the United States. The course will address the implications of normalization on (1) the education and treatment of persons with disabilities, and (2) the relation of persons with disabilities to society at large. Students will specifically examine how the philosophy of normalization has been applied in Denmark and the United States, where it is embodied in the least restrictive environment principle of P.L. 94-142. Prerequisite: EDP 610 or equivalent.

EDP 701 - Autism Spectrum Disorders: Contemporary Issues (3) (GNA)
(Also ASD 701). 3 hours; 3 credits. This course provides an overview of key issues related to autism and related disorders. The content is discussed from an interdisciplinary and cross-paradigm perspective. Topics range from issues of diagnosis and classification to the challenges and realities facing families of individuals on the spectrum. By exploring a broad range of topics and perspectives, students develop integrative paradigms and the spirit of collaboration with professionals from other disciplines and families as they approach their work with children and adults on the autism spectrum. Prerequisite: Admission to the Certificate Program.

Crosslisted as: ASD 701.

EDP 702 - Treatment Approaches, Applications, & Methods for Individuals with Autism Spectrum Disorders (ASD) Part II (3) (GNA)
(Also ASD 702). 3 hours; 3 credits. This course covers the foundations of treatment and invites critical examination of treatment approaches, applications, and methods intended for individuals with Autism Spectrum Disorder (ASD). Much of the course focuses on the foundations and principles of Applied Behavior Analysis, but other approaches are also included. Distinctions are made, where appropriate, between approaches and methods for low- and high-functioning individuals (including individuals with Asperger Syndrome). Evidence-based treatments are contrasted with non-empirical treatments to encourage critical thinking. Prerequisites: Admission into the Certificate program.

Crosslisted as: ASD 702.

EDP 703 - Treatment Approaches, Applications, & Methods for Individuals with Autism Spectrum Disorders (ASD) Part 2 (3) (GNA)
(Also ASD 703). 3 hours; 3 credits. This course covers advanced topics of treatment approaches, applications, and methods intended for individuals with Autism Spectrum Disorder, with a major focus on the theoretical
underpinnings of Applied Behavior Analysis. This course critically contrasts various treatment approaches from a more advanced perspective. Advanced topics include, but are not limited to, functional analysis, contingency contracting/token economies, self-management, generalization and maintenance of behavior change, relationship based models, and ethical issues. Prerequisites: ASD 702/EDP 702.

Crosslisted as: ASD 703.

EDP 704 - Contemporary Approaches to Assessment & Intervention of Speech, Language & Communication Development in Individuals with Autism Spectrum Disorders (3) (GNA)

(Also ASD 704). 3 hours; 3 credits. Contemporary issues in the areas of speech, language and communication in individuals with Autistic Spectrum Disorders. Models of typical and atypical language acquisition are discussed as they relate to individuals on the autism spectrum. Assessment and intervention issues from different perspectives, including developmental and behavioral approaches, are reviewed. Other topics include augmentative and alternative communication, social skills development, and models of service delivery. Prerequisites: ASD 701/EDP 701

Crosslisted as: ASD 704.

EDS - Education: Secondary

EDS 601 - The Pedagogy of Secondary School in the Social Studies (3) (GNA)

3 hours; 3 credits. Students explore a range of effective and differentiated strategies for designing, implementing, and assessing teaching and learning in the social studies classroom. Issues of language and literacy acquisition related to the pedagogy of the social studies are discussed and the uses of technology are highlighted. A field work component of thirty (30) hours is included. Not open to students who have taken EDS 301 or its equivalent. Prerequisite: EDS 615.

EDS 602 - The Pedagogy of Secondary School English (3) (GNA)

3 hours; 3 credits. Issues of teaching and learning English language arts and literature are examined with attention to planning, instruction, assessment, management, and the educational application of technology. Reading and learning activities and literature depicting multicultural settings are explored in relation to developing strategies for instruction and providing for students' differing special needs. A fieldwork component of 30 hours is included. Not open to students who have taken EDS 302 or its equivalent. Prerequisite: EDS 616.

EDS 603 - The Pedagogy of Secondary School in Mathematics (3) (GNA)

3 hours; 3 credits. Investigation of the issues and research in mathematics teaching and learning. Topics include instructional strategies, problem solving, assessment, technology, and diverse learners. A fieldwork component of 30 hours is included. Not open to students who have taken EDS 303 or its equivalent. Prerequisite: EDS 617.

EDS 604 - The Pedagogy of Secondary School in Science (3) (GNA)

3 hours; 3 credits. Issues of teaching and learning science are examined with attention to planning, instruction, assessment, management, and the educational application of technology. Scientific concepts, structures, and language are explored in relation to developing strategies for instruction and providing for students' differing special needs. A fieldwork component of thirty (30) hours is included. Not open to students who have taken EDS 304 or its equivalent. Prerequisite: EDS 618.

EDS 607 - Integrating Curricula and Learning through Discovery (3) (GNA)

3 hours; 3 credits. Development of an interdisciplinary and discovery-based conceptualization of teaching that allows the disciplines to be viewed outside their area of teaching. Theories of interdisciplinary teaching, discovery learning, and technology are examined as instrumental in building connections between the school disciplines. Students work across disciplines to create integrated curricula informed by relevant research in human development and learning. Technology will be used to facilitate the application of interdisciplinary curricula and discovery learning in specific community, school, classroom, and student contexts. A fieldwork component of 20 hours is included. Not open for students who have taken EDS 307 or its equivalent.

EDS 609 - Teaching Practicum I in Secondary Education (2) (GNA)

2 hours; 2 credits. Graded Pass/Fail. Students complete 30 days in a mentored teaching experience in a secondary school setting in grades 7-9 or 10-12. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher's role in developing environments that are safe and supportive as well as intellectually stimulating and challenging for all students is examined. Prerequisites:
EDD 602, EDD 610, and EDS 601, EDS 602, EDS 603, or EDS 604.

EDS 610 - Teaching Practicum II in Secondary Education (1) (GNA)
1 hour; 1 credit. Graded Pass/Fail. Students complete 20 days in a mentored teaching experience in a secondary school setting in grades 7-9 or 10-12. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher's role in developing environments that are safe and supportive as well as intellectually stimulating and challenging for all students is examined. Prerequisite: EDS 609.

EDS 611 - Student Teaching in Secondary Education (6) (GNA)
6 hours; 6 credits. Graded Pass/Fail. Practice and problem solving in student teaching in secondary schools. Students are required to be in attendance at an assigned school full-time (8:30am-3:00pm), five days per week. Students will teach in grades 7-9 for part of the semester and in grades 10-12 for part of the semester. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Prerequisites: EDD 602, EDD 610, and EDS 601, EDS 602, EDS 603, or EDS 604.

EDS 615 - The Secondary School Curriculum in the Social Studies (4) (GNA)
4 hours; 4 credits. This course examines the secondary school social studies curriculum from the specialist's standpoint and explores the process of transforming it for teaching and learning. General principles for developing a social studies curriculum are discussed; connections to New York State standards and National Council of Social Studies standards are established; and resources for teaching are analyzed and evaluated. A field work component of a minimum of twenty (20) hours is included. Prerequisites: Matriculation into the Graduate Sequence II in secondary social studies program.

EDS 616 - The Secondary School Curriculum in English (4) (GNA)
4 hours; 4 credits. This course examines the secondary school English curriculum from the specialist's standpoint and explores the process of transforming it for teaching and learning. General principles for developing an English curriculum are discussed; connections to state and national standards are established; and resources for teaching are analyzed and evaluated. A field work component of a minimum of twenty (20) hours is included. Prerequisites: Matriculation into the Graduate Sequence II in secondary English program.

EDS 617 - The Secondary School Curriculum in Mathematics (4) (GNA)
4 hours; 4 credits. This course examines the secondary school mathematics curriculum from the specialist's standpoint and explores the process of transforming it for teaching and learning. General principles for developing a mathematics curriculum are discussed; connections to state and national standards are established; and resources for teaching are analyzed and evaluated. A field work component of a minimum of twenty (20) hours is included. Not open to students who have taken EDS 317 or equivalent. Prerequisites: Matriculation into the Graduate Sequence II in secondary mathematics program.

EDS 618 - The Secondary School Curriculum in Science (4) (GNA)
4 hours; 4 credits. This course examines the secondary school science curriculum from the specialist's standpoint and explores the process of transforming it for teaching and learning. General principles for developing a science curriculum are discussed; connections to state and national standards are established; and resources for teaching are analyzed and evaluated. A field work component of a minimum of twenty (20) hours is included. Not open to students who have taken EDS 318 or equivalent. Prerequisites: Matriculation into the Graduate Sequence II in secondary science program.

EDS 654 - Reading in the Content Areas (3) (GNA)
3 hours; 3 credits. Development of skills toward utilizing the reading process in content areas, the application of reading techniques as another approach to comprehension
of subject matter, and study of fundamental methods related to the reading process. (Not open to students who have had an undergraduate reading course).

**EDS 691 - Advanced Studies in Teaching Secondary School Social Studies (3) (GNA)**

3 hours; 3 credits. Guided individual and group study. Examination of the New York State curriculum in social studies along with testing requirements. Teaching techniques as they apply to effective instruction in the social studies will be emphasized. Review of relevant research. Prerequisites: For Sequence 1 students: EDS 301 and EDS 400 or permission of instructor. For Sequence 2 students: EDS 601 and EDS 609 or EDS 611 or permission of instructor.

**EDS 692 - Advanced Studies in Teaching Secondary School English (3) (GNA)**

3 hours; 3 credits. An investigation of instructional strategies, curricula, research, and current issues related to the teaching of secondary school English. Prerequisites: For Sequence 1 students: EDS 302 and EDS 400 or permission of instructor. For Sequence 2 students: EDS 602 and EDS 609 or EDS 611 or permission of instructor.

**EDS 693 - Advanced Studies in Teaching Secondary School Mathematics (3) (GNA)**

3 hours; 3 credits. Study of the curriculum, research, and current issues in secondary school mathematics. Review of theories of learning related to mathematics and methods of teaching mathematics. Analyses of trends in the teaching of certain topics in secondary school mathematics, with reference to the latest curriculum and research developments. Prerequisites: For Sequence 1 students: EDS 303 and EDS 400 or permission of instructor. For Sequence 2 students: EDS 603 and EDS 609 or EDS 611 or permission of instructor.

**EDS 694 - Advanced Studies in Teaching Secondary School Science (3) (GNA)**

3 hours; 3 credits. A comprehensive review of the teaching/learning process in secondary school science. Emphasis on cognitive learning, teaching strategies, curricula, and developing science literacy. Prerequisites: For Sequence 1 students: EDS 304 and EDS 400 or permission of instructor. For Sequence 2 students: EDS 604 and EDS 609 or EDS 611 or permission of instructor.

**ELE - Electrical Engineering**

**ELE 600 - Probability Theory and Stochastic Processes in Engineering (3)**

(Also MTH 600). 3 hours; 3 credits. Probability space, elements of combinatorial analysis, conditional probability, independence, random variables, expectation, law of large numbers, random walks and Brownian motion, discrete and continuous parameter Markov chains, martingales and diffusion theory, linear estimation theory Wiener and Kalman filters. Prerequisite: Admission to the program. Crosslisted as: MTH 600.

**ELE 610 - Advanced Signal Processing (3)**

3 hours; 3 credits. Vector spaces, Hilbert spaces, Z-transform, discrete-time and discrete Fourier transform, fast Fourier transform, wavelet transforms. Stochastic signal processing, linear and nonlinear estimation, adaptive filters. Applications to analysis of real-world signals. Prerequisite: Admission to the program.

**ELE 620 - Networking Systems and Protocols (3)**

3 hours; 3 credits. Introduction to computer networks; reference models; physical transport and network layers; local area and wide-area networks; routing and congestion control, security, elementary performance evaluation; common protocols including Internet Protocol (IP) and Transmission Control Protocol (TCP); sensor networks. Prerequisite: Admission to the program.

**ELE 630 - Semiconductor Devices (3)**

3 hours; 3 credits. Operating principles and practical use of the components that make up modern integrated circuits and optoelectronic systems. Semiconductor physics; carrier injection and recombination; p-n junction diodes, Schottky barriers and heterojunctions; Junction and MOS field-effect transistors; bipolar transistors; tunneling and charge-transfer devices; VLSI technology and scaling, light-emitting diodes and lasers; photodetectors and solar cells. Prerequisite: Admission to the program.

**ELE 636 - Electrical Machines and Energy Systems (3)**

2 lecture hours; 2 laboratory hours. Fundamental concepts and operational considerations of electrical machines and energy systems. Three-phase AC analysis. Power system representation. Synchronous generators/motors; induction motors. Single and three-phase transformers; substations. DC Generators/Motors; inverters. Fossil fuel vs renewable energy systems with an emphasis on solar and wind power systems. Prerequisite: Admission to the Master of Engineering in Electrical Engineering program.

**ELE 641 - Advanced Digital Communications (3)**

3 hours; 3 credits. Engineering of digital communication systems at the physical layer. Deterministic & stochastic signals; entropy & channel capacity; digital modulation techniques and error performance; inter-symbol interference, precoding and equalization; OFDM; fading,
MIMO systems, multiple access strategies. Prerequisite: Admission to the program.

**ELE 652 - Information Theory (3)**

3 hours; 3 credits. Information measures, Law of large numbers and asymptotic equipartition property. Lossless data compression: Huffman codes, Kraft's inequality, bounds on optimal code length. Channel capacity: joint typicality, channel coding theorem. Fano's inequality and the converse to the channel coding theorem. Differential entropy. Gaussian channels. Introduction to rate distortion theory. Prerequisite: Admission to the program.

**ELE 701 - Photonic Devices (3)**


**ELE 713 - Principles and Practice of Secure Networking (3)**

3 hours; 3 credits. Information-theoretic principles of security: confidentiality, authentication, integrity. Public key cryptography, discrete logarithm based systems, RSA system, systems based on coding theory, knapsack based systems, hash codes and authentication techniques, secret sharing schemes. Physical layer security including quantum entanglement. Elements of discrete mathematics and number theory required will be developed along the way. Prerequisites: ELE 600 and ELE 620

**ELE 722 - Data Modeling and Compression (3)**

3 hours; 3 credits. Practical methods of modeling data, learning and data compression. Modeling of discrete and continuous alphabet data, quantitative methods for model comparison, learning algorithms for data modeling, data models in practice, lossless: (Huffman coding, arithmetic coding, Lempel-Ziv coding, run length coding, data transformations such as the Burrows-Wheeler transform) and lossy compression, (scalar and vector quantization, predictive coding, transform coding) of speech, audio, image, video, and seismic signals. Speech, Audio Image and Video coding standards. Prerequisite: ELE 610.

**ELE 732 - Estimation, Detection, Learning, and Inference (3)**

3 hours; 3 credits. Algorithmic tools and theoretical framework for data driven analytics and system design. Fundamentals of probability, hypothesis testing, estimation, and introduction to optimization and iterative optimization methods, elements of learning theory, supervised methods, unsupervised methods, dimensionality reduction, regularization, learning in dynamic environments, large data sets, computing environments for large data sets. Prerequisite: ELE 600 or MTH 600

**ELE 736 - Electrical Power Transmission and Distribution (3)**

2 lecture hours; 2 laboratory hours. Power and three-phase circuits; real and reactive power, power transmission, and transformers. Short, medium, and long power transmission lines; two port network models. Power flow and power handling capacity of parallel lines; reactive power compensation. Long haul high-voltage power transmission. Power distribution between two parallel lines. Power fluctuations under abnormal transmission line conditions. Transmission line faults and transients. Power transformers; phase shift and auto transformers. Three-phase distribution transformer configurations. Power system network analysis. Prerequisite: ELE 636.

**ELE 741 - Photonic Systems & Networks (3)**

3 hours; 3 credits. Optical fiber transmission, chromatic dispersion, passive components, switches and modulators, link budgets, optical amplifiers, noise figure in multi-span systems, wavelength routing, access networks, coherent transceivers, advanced modulation formats, free-space optics. Prerequisite: ELE 701

**ELE 755 - Principles and Practice of Machine Vision (3)**

2 laboratory hours, 2 lecture hours; 3 credits. Theoretical and practical aspects of machine vision. Topics covered: image formation, image representation, camera geometry and calibration, multi-view geometry, 3D reconstruction, image segmentation, object recognition, applications. Pre- or corequisite: ELE 610

**ELE 79P - Master's Advanced Research Project (3)**

Detailed study of the technical literature addressing a current topic within Electrical Engineering. Prerequisite: Admission to the program; completion of 12 graduate credits with a grade of B or better; and permission of the instructor.

**ELE 79T - Master's Topical Study Project (3)**

Participation in state-of-the-art research in a topic within Electrical Engineering. Prerequisite: Admission to the program; completion of 12 graduate credits with a grade of B or better; permission of the instructor.
ENG - English

ENG 630 - Writing Across the Curriculum (4) (GLA)
4 hours; 4 credits. An introduction to the principal issues, both theoretical and practical, in writing across the curriculum. Topics for reading and discussion will include: models of the writing process; kinds of writing; writing for learning and writing for testing; teaching English and teaching in the content areas. The class will develop a series of writing assignments in content areas useful to its members.

ENG 640 - Workshop in Creative Writing (4) (GLA)
4 hours; 4 credits. The particular genre will be announced each semester: poetry, fiction, playwriting, or creative nonfiction. Discussion of writing processes and problems arising from the experience of the class. Although reading material will primarily be the work of the class, there will be some attention to the theory and practice of professional writers.

ENG 650 - Workshop in Writing about Literature (4) (GLA)
4 hours; 4 credits. Extensive practice in writing about literature in conjunction with readings in several major works. Discussion of major approaches to writing about literature such as the historical, the biographical, the psychological, the formalistic, the archetypal, and the philosophic.

ENG 670 - Workshop in Autobiographical Writing (4) (GLA)
4 hours; 4 credits. Extensive practice in autobiographical writing in conjunction with readings in autobiography. Discussion of issues arising from the experience of the class as well as relationships among fact and value, reality and imagination, historical circumstance and myth.

ENG 680 - Contemporary United States Usage (4) (GLA)
4 hours; 4 credits. The study of standard United States practice with regard to grammar, punctuation, quotations, bibliography, footnotes, and proofreaders' marks.

ENG 686 - The Teaching of Writing (4) (GLA)
4 hours; 4 credits. An introduction to the principal issues, both theoretical and practical, in the teaching of writing. Topics such as the following will be approached through readings in the literature and class scrutiny of the participants' own experiences as writers: relations between speech and writing, models of the writing process; standard English, bilingualism, and bidialectism; special problems of English usage and orthography; strategies for overcoming blocks and interferences; evaluation of growth in writing.

ENG 688 - Composition Theory and Rhetorical Models (4) (GLA)
4 hours; 4 credits. Focus on recent developments that have brought new theories of writing and new methods of teaching to English classes. Among the schools of thought and research communities explored are expressivism, cognitivism, social-epistemic rhetoric, cultural studies, and critical pedagogy. Prerequisite: Graduate students only.

ENG 689 - Studies in Composition and Rhetoric (4) (GLA)
4 hours; 4 credits. This course is a study of a single subject or range of subjects in composition theory and contemporary rhetoric. Possible subjects include: an in-depth study of pedagogic approach, a study of a major figure in the field, an examination of assessment models, and research and debate on a current controversy.

ENG 690 - Methods of Graduate Study (3)
3 hours. This course gives students the foundation they need to succeed in the MA in English. Students will pursue a semester-long research project that will give them practical experience in developing a thesis-based, research-driven essay that engages with theory and criticism in the field. Students will learn how to analyze and understand scholarly arguments, evaluate scholarly sources, recognize different types of sources (i.e., primary, secondary, tertiary, contextual), and conduct archival research. Students will complement their research projects with an in-depth exploration of the history of English studies, to include the development of the literary canon and the field of Rhetoric and Composition. This work will dovetail with an ongoing conversation throughout the semester about the increasing importance of the Humanities in our technologically-based world during what is now being called the Anthropocene.

Offered: Every Fall Semester.

ENG 710 - Studies in Literary Theory (4) (GNA)
4 hours; 4 credits. This course is designed to help students gain an understanding of different ways of thinking about, and writing on literature. Such an understanding is important for graduate study because it has become increasingly part of the field. Possible formats of this course include twentieth-and twenty-first century approaches to interpretation (structuralism, historicism, feminism, and so forth), the history of criticism (selection from writers ancient and modern), practical applications of theoretical models, and detailed study of a particular methodology. In literature creates meaning and methodology.
ENG 719 - Studies in Anglo-Saxon Literature (4) (GLA)
4 hours; 4 credits. Spanning six centuries, the Anglo-Saxon period saw the development of an English language as Germanic kingships struggled for control of Britain. This course examines the literature which promoted or otherwise reacted to such changes, while providing instruction in reading early English.

ENG 721 - Studies in Medieval English Literature (4) (GLA)
4 hours; 4 credits. This course focuses on the rich and varied tradition of Middle English Literature from the Norman Conquest in 1066 to William Caxton’s first use of the printing press in 1485, the year that also signaled the end of the medieval period with the beginning of the Tudor Dynasty. Major authors of this period include Margery Kempe, Julian of Norwich, Chaucer, and Malory. Genres include Middle English Lyric, Morality Plays, Religious Drama, and Popular Ballads.

ENG 722 - Studies in the Literature of the English Renaissance (4) (GLA)
4 hours; 4 credits. This course explores the English Literature written between the sixteenth and mid-seventeenth centuries in a variety of genres and styles. Assigned texts can include works from the traditional canon as well as works by less well-known figures and by women authors. Although individual instructors will set their own syllabi, students can expect to explore genre, cultural contexts, and literary influences relevant to the assigned readings. Students will examine the critical conversation and formulate their own responses.

ENG 723 - Studies in Restoration and 18th-Century English Literature (4) (GLA)
4 hours; 4 credits. This course explores the English Literature written between the mid-seventeenth and mid-eighteenth centuries in a variety of genres and styles. Assigned texts can include works from the traditional canon as well as works by less well-known figures and by women authors. Although individual instructors will set their own syllabi, students can expect to explore genre, cultural contexts, and literary influences relevant to the assigned readings. Students will examine the critical conversation and formulate their own responses.

ENG 724 - Studies in 19th-Century English Literature (4) (GLA)
4 hours; 4 credits. A study of British literature from the nineteenth century, which may include poetry, drama, nonfiction, and fiction. Topics may include intellectual and aesthetic trends (such as Romanticism, Victorianism, realism, and naturalism); social issues as reflected and refracted in literature (such as industrialization, the status of women, and empire); and changes in publishing and the reading public (such as the effects of serialization and other innovations upon readership and the influence of social class on evaluations of poetry and of the novel.

ENG 725 - Studies in 20th-Century English Literature (4) (GLA)
Please see the English Department for the course description.

ENG 726 - Studies in Shakespeare (4) (GLA)
Please see English Department for course description.

ENG 727 - Studies in United States Literature before 1900 (4) (GLA)
4 hours; 4 credits. This course encompasses movements and writers representative of twentieth-and twenty-first century American literature as well as the critical conversations and approaches they have inspired. Movements may include naturalism, modernism, the Harlem Renaissance, the Beat Generation, and postmodernism.

ENG 728 - Studies in United States Literature after 1900 (4) (GLA)
4 hours; 4 credits. This course explores literature written during the consolidation of the modern world system over the last five hundred years. Given this broad time frame, the course will focus on different genres and periods, depending on the instructor, and may include diverse
themes such as modernity and tradition, industrialization and urbanization, emancipatory struggles such as abolition and feminism, and the relation between European and non-European texts and contexts.

ENG 731 - Studies in Drama (4) (GLA)

4 hours; 4 credits. Special topics in drama. Advanced study of drama in a particular form or nation. This course will reflect issues related to the dramatic production being performed during the period of the course.

ENG 732 - Studies in Fiction (4) (GLA)

4 hours; 4 credits. This course offers an in-depth study of fiction, which may focus on novels, novellas, short stories or a combination of these forms. While the content will vary from semester to semester, the course will include an exploration of fiction as a genre. The texts may be set in any of a variety of national, ethnic, historical, literary-historical, or discursive contexts.

ENG 733 - Studies in Poetry (4) (GLA)

4 hours; 4 credits. The focus of this course is on poetics-on the nature, forms, and elements of poetry-and on poetry composition. The content of the course is not limited to a particular period and generally includes a variety of national traditions if not poetry from languages other than English. General goals include developing strategies for interpreting and evaluating poetry.

ENG 734 - Studies in U.S. Multicultural Literature (4) (GNA)

4 hours; 4 credits. This course explores issues of ethnicity, race, sexuality, and class in U.S. literature and exposes students to literary, critical, and theoretical ideas about immigration, culture, multilingualism, assimilation, racism, and other issues raised by a variety of texts reflecting differences among and the intermingling of cultures and literatures in the U.S.

ENG 735 - Studies in Women and Literature (4) (GNA)

4 hours; 4 credits. The course explores literature by women in the context of historical, cultural, and/or theoretical issues of feminist studies. The course may be taught differently in different semesters in order to include various historical periods and varied national and ethnic literatures. Assigned readings may encompass criticism, theory, and history as well as literary texts.

ENG 736 - Studies in African American Literature (4) (GNA)

4 hours; 4 credits. This course explores selected African American literary and critical texts in relation to African-American literary traditions. The course generally draws on a variety of genres but may focus on a single genre in any given semester. Assigned readings may encompass criticism, theory, and history, as well as literary texts.

ENG 780 - Thesis Tutorial (3) (GLA)

3 hours. Upon completion of the program course requirements, students will enroll in the Thesis Tutorial Seminar, ENG 780, for completion of their MA thesis under the supervision of their thesis advisor. Thesis advisors will monitor their students’ progress and meet regularly with them. Students will present portions and drafts of their work in progress to the thesis advisor, and, under the guidance of the advisor, consult with the second and third readers before preparing the final draft for submission to the thesis committee (thesis advisor, second reader, third reader).

Prerequisite: Completion of program requirements and a GPA of 3.0 or higher.

ENS - Engineering Science

ENS 762 - Fundamentals of Wireless Communication (3) (GNA)

(Also CSC 762). 3 hours; 3 credits. Cellular and personal communication services, standards, spectrum services. Mobile computer. Wireless local area networks, local loops, and data networks. Analog wireless communication systems. North American intersystem operations, time division multiple access, code division multiple access, channel structure, power control, handoff types. Global systems mobile. Third- and fourth-generation wireless.

Crosslisted as: CSC 762.

ENS 764 - Intelligent Networks (3) (GNA)

(Also CSC 764). 3 hours; 3 credits. Basic intelligent networks concepts; networks and computer systems; OSI model. Wireless communication networks. ISDN architecture. Intelligent networks/1+ and intelligent networks/2; global intelligent networks. Advanced intelligent networks.

Crosslisted as: CSC 764.

ENS 766 - Broadband and SONET Networks (3) (GNA)

(Also CSC 766). 3 hours; 3 credits. Consideration of the principles, concepts, protocol, and interfaces for most broadband networks around the globe; principles and concepts are stressed and protocols and interfaces are discussed. The evolution of the broadband ISDN and
SONET. Courses offered at the CUNY Graduate School and University Center may be taken by advanced graduate students by special arrangement.

Crosslisted as: CSC 766.

**ESC - Environmental Science**

**ESC 601 - The Biosphere and Our Species (3) (GNA)**

3 hours; 3 credits. A required course that covers the structure and function of the biospheric ecosystem on the planet Earth, and the impacts of our species upon it in terms of ecology, resource use and exploitation, sociopolitical aspects, economics, environmental ethics, and related topics. (Also creditable toward biology requirements.).

**ESC 602 - Environmental Science for Elementary School Teachers (3) (GNA)**

3 hours; 3 credits. The course covers the basic scientific concepts that underlie the structure and function of the biospheric ecosystem. Topics include the impacts of human activities in terms of ecology, sociopolitical aspects, economics, environmental ethics, and other topics as they relate to elementary teachers. (Not creditable toward Environmental Science Master's degree.).

**ESC 702 - Community Ecology (3) (GNA)**

3 hours; 3 credits. Function and integration of natural communities and ecosystems: trophic structure, energy flow, species diversity and dominance, stability and resilience, interspecific interactions. Selected topics from the current literature. (Also creditable toward biology requirements.). Prerequisite: BIO 360 or equivalent.

**ESC 703 - Earth Science (3) (GNA)**

3 hours; 3 credits. Ecological significance of physical geology and geochemistry; tectonics, pedogenesis, erosion and deposition. The hydrologic cycle; ground water geology and pollution. Weather and climate; the general circulation; climatic geography; dynamics of fronts and traveling weather systems. Prerequisites: Calculus and physics.

**ESC 704 - Applied Environmental Science (3) (GNA)**

3 hours; 3 credits. Definition of environmental parameters and quality criteria. Physical and transport phenomena. Monitoring, detection, and mathematical modeling of environmental systems. Control policies and implementation schemes. Present and future techniques of pollution control and abatement. Prerequisite: Calculus.

**ESC 705 - Global Climate Change (3) (GNA)**

3 hours; 3 credits. This course examines the dominant physical, chemical, and geological processes controlling global climate and its variations through time, on time scales from millions of years to seasonal, interannual, and decadal scales of relevance to human societies. An account of the Cenozoic climate decline leading to the major glacial cycles of Pleistocene will be used as a context for understanding global climate sensitivity, the modes and mechanisms of climatic responses to external forcings, and projected consequences of the ongoing build-up of greenhouse gases in Earth's atmosphere.

**ESC 710 - Instrumentation for Chemical Analysis (3) (GNA)**

6 laboratory hours; 3 credits. Lecture and laboratory work covering theories and applications of modern approaches to chemical analysis. Equal emphasis will be placed on physical theory and design and chemical theory and procedure. Topics include optometric and electrometric methods, magnetic resonances, radioactivity, and separation techniques applicable to analysis of environmental pollutants.

**ESC 721 - Methods in Environmental Analysis (3) (GNA)**

6 laboratory hours; 3 credits. Collection and analysis of water, air, and soil samples in local terrestrial and aquatic habitats. Various sampling methodologies will be used in the field to collect data that will be analyzed and tested statistically. Prerequisites: BIO 360 or equivalent, ESC 702 and 732

**ESC 722 - Marine Ecology (3) (GLA)**

(Also BIO 722). 3 hours; 3 credits. Field-oriented study of estuarine and pelagic ecosystems. This course will emphasize how spatial and temporal scales are critically important in the study of marine organisms. Students will learn specialized sampling and analytical techniques necessary for the study of marine systems. Topics will include comparisons of "rate-based" versus "abundance-based" studies of population dynamics plus comparisons of individual, population, and community levels of analysis. Prerequisite: BIO 360 or equivalent.

Crosslisted as: BIO 722.

**ESC 724 - Computer Simulation of Environmental Systems (3) (GNA)**

3 hours; 3 credits. The development and construction of mathematical models; defining pollution parameters and quality criteria; analog, digital, and hybrid techniques in
environmental systems simulation studies. Case studies for model verification; control policies based on simulations. (Also creditable toward biology requirements.). Prerequisite: A knowledge of digital computer programming.

ESC 725 - Energy Sources and the Environment (3) (GNA)
3 hours; 3 credits. The environmental impact of present and future sources of power. Methods of power production and distribution; analysis of energy resources; pollution associated with energy conversion; effect of engineered energy systems on the energetics of ecological systems.

ESC 726 - Transportation Systems (3) (GNA)
3 hours; 3 credits. Urban travel characteristics and needs determined by origin-destination surveys, population and economic factors, and land use. Traffic-study techniques for obtaining data on speeds, travel times, delays, and volumes. Capacity analysis for freeways, city streets, air corridors, bus lanes, and railroads. Criteria considered in selection of the "optimum" transportation plan. Presentation of current advances in the state of the art.

ESC 727 - Conservation Biology (3) (GNA)
3 hours; 3 credits. This course is an introduction to the law pertaining to environmental issues such as population, economic growth, energy, and pollution. Environmental problems are defined and alternative approaches for dealing with them are examined. Existing statutory efforts such as the National Environmental Policy Act, the Clean Water Act, the Clean Air Act, the Comprehensive Environmental Response, Compensation and Reliability Act, the Insecticide, Fungicide and Rodenticide Act, and the Resource Conservation and Recovery Act are analyzed.

ESC 728 - Environmental Law & Policy (3) (GNA)
3 hours; 3 credits. This course is an introduction to the law pertaining to environmental issues such as population, economic growth, energy, and pollution. Environmental problems are defined and alternative approaches for dealing with them are examined. Existing statutory efforts such as the National Environmental Policy Act, the Clean Water Act, the Clean Air Act, the Comprehensive Environmental Response, Compensation and Reliability Act, the Insecticide, Fungicide and Rodenticide Act, and the Resource Conservation and Recovery Act are analyzed.

ESC 731 - Behavioral Ecology (3) (GNA)
3 hours; 3 credits. The role of behavior in the dynamics of populations; social behavior, the reproductive function of pheromones and hormones, mate selection, species-isolating mechanisms, habitat selection, orientation and navigation. Laboratory and field evidence will be discussed. (Also creditable toward biology requirements.). Prerequisite: BIO 338 or equivalent.

ESC 732 - Population Ecology (3) (GNA)
3 hours; 3 credits. Ecological basis of fitness in natural populations; theory of evolution in stable and changing environments; genetic aspects of interactions between species; population dynamics and regulation; life tables. Case histories. (Also creditable toward biology requirements.). Prerequisites: BIO 312 or equivalent and BIO 360 or equivalent.

ESC 735 - Biogeography (3) (GNA)
3 hours; 3 credits. Distribution of biomes of the world. Impact of geologic and climate change on the ranges of plants and animals. Experimental biogeography; models of colonization and insular evolution; effects of humans on regional biota. (Also creditable toward biology requirements.). Prerequisites: Any two of the following: ecology, evolution, historical geology, or college geography.

ESC 736 - Systems Ecology (3) (GNA)
3 hours; 3 credits. Systems approach to energy flow, biogeochemical cycles, and resource management: systems measurement, description, analysis, and simulation modeling. Examination of systems studies in current literature. (Also creditable toward biology requirements.). Prerequisites: BIO 360, calculus, statistics, and CSC 270 or equivalent, or permission of the instructor.

ESC 740 - Experimental Design and Analysis (3) (GNA)
3 hours; 3 credits. Statistical analysis of research and survey data with emphasis on the design of experiments, regression analysis, and analysis of variance. Prerequisites: Introductory statistics, biometrics, or equivalent.

ESC 743 - Cellular Toxicology (4) (GLA)
(Also BIO 743). 4 hours; 4 credits. Toxicology is the overview of the mechanisms by which exogenous agents produce deleterious effects in biological systems. An overview of the sensitive analytical techniques that have facilitated studies on the metabolism and biotransformation of xenobiotics and have contributed to interpretation of the biological and toxicological effects of xenobiotics will be presented. Since the action of toxins is ultimately exerted at the cellular level, emphasis will be placed on the description of representative model cell systems that play an important role in the identification and assessment of effects of xenobiotics.
potential environmental hazards. A variety of prokaryotic and eukaryotic cell systems are currently in use for the study of different toxic effects including cytotoxicity, genotoxicity, and mutagenesis. Prerequisites: CHM 256, BIO 314, BIO 352 or equivalent.

Crosslisted as: BIO 743.

ESC 748 - Environmental Chemistry (3) (GNA)

3 hours; 3 credits. The science of chemical phenomena involving the nature, reactions, and transport of natural and anthropogenic chemicals in the natural environment, including the lithosphere, hydrosphere, and atmosphere. The interaction between chemical species, and the effects of the physical environment, and the role of microorganisms. Specific emphasis on pollutants and hazardous wastes. Prerequisite: General chemistry.

ESC 751 - Air Pollution (3) (GNA)


ESC 752 - Soils and Geohydrology (3) (GNA)


ESC 753 - U.S. Land-Use Planning and Environmental Policy (3) (GNA)

(Also GEG 753). 3 hours; 3 credits. This course explores contemporary United States land-use and environmental planning issues in terms of their historical background, regulatory setting, cultural context, and practical politics. It focuses on specific local, regional, and national cases, and introduces students to Geographic Information Systems (GIS) as a way of analyzing land-use problems. Prerequisite: ESC 601

Crosslisted as: GEG 753.

ESC 760 - Epidemiology (3) (GNA)

3 hours; 3 credits. The study of health and disease through analysis of geographical and temporal patterns of health risks and disease, and of the populations affected. Demographic (mortality and morbidity) and epidemiological (clinical, community, cohort, and case-control) studies. Statistical analyses and designs. Determination of biological inference and risk. Pre- or corequisite: ESC 740, or permission of the instructor.

ESC 799 - Thesis Research (GNA)

Hours and credits vary; maximum 6 credits. This course may be repeated. No student may apply more than a total of six credits of thesis research toward the degree.

FNC - Finance

FNC 600 - Financial Management (3) (GNA)

3 hours; 3 credits. Topics presented in this course include an examination of analytical issues that surround long-term and short-term financing, financial ratio analysis, current asset management, capital budgeting, present value concepts, the cost of capital, mergers/acquisitions, and new ventures. Material related to for-profit, not-for-profit, and global environments is presented.

FNC 710 - Healthcare Finance (3) (GNA)

3 hours; 3 credits. Introductory healthcare finance for graduate level students. The course focuses on the most important accounting and financial management principles and concepts relevant to health services and public health organizations. Readings, lectures, and discussion are the primary learning tools. Prerequisite: BUS 605 or NRS 705

FNC 730 - Financial Statement Analysis (3) (GNA)

3 hours; 3 credits. Income statements, balance sheets, and statements of cash flows will be studied from the point of view of financial managers. Ratio analysis, such as profitability, liquidity, debt, asset utilization, and market value ratios will be discussed. Cross-sectional and time series analysis of financial metrics will be examined. The focus of this course will not be the construction of financial statements; instead, we will try to understand the value of a firm. Prerequisites: FNC 600, ACC 600 or undergraduate credits in accounting.

FNC 740 - Financial Planning (3) (GNA)

3 hours; 3 credits. This course will cover topics in budgeting, investments, income tax planning, insurance, retirement planning, and estate tax and trusts from the perspective of the individual. Prerequisite: FNC 600.

GEG - Geography

GEG 601 - Geography of Ordinary Landscapes (4) (GNA)

4 hours, 4 credits. Examines everyday environments. Explores physical, architectural, political, and economic conditions that shape these landscapes and their impact on cultural life.
GEG 753 - U.S. Land-Use Planning and Environmental Policy (3) (GNA)

(Also ESC 753). 3 hours; 3 credits. This course explores contemporary United States land-use and environmental planning issues in terms of their historical background, regulatory setting, cultural context, and practical politics. It focuses on specific local, regional, and national cases, and introduces students to Geographic Information Systems (GIS) as a way of analyzing land-use problems. Prerequisite: ESC 601

Crosslisted as: ESC 753.

HST - History

HST 601 - Intellectual History of Europe: Medieval Inheritance I (4) (GLA)

4 hours; 4 credits. Topics in medieval intellectual history (ca. 300 - 1050) to be examined include classical, Jewish, and early Christian elements in medieval thought, the Latin Fathers, Byzantine and Islamic contributions to the West, Germanic ideas and institutions. Special attention will be given to the secondary authorities in the field. Reports and papers will form the basis of class discussion.

HST 603 - The Classical Inheritance (4) (GLA)

4 hours; 4 credits. Various aspects of Greco-Roman history with special emphasis on the characteristic contributions of the classical world to the development of European civilization. Some previous coursework and/or reading in the history of classical antiquity is recommended.

HST 604 - Tudor and Stuart History (4) (GLA)

4 hours; 4 credits. Readings in the controversial literature concerned with (1) the 16th-century administrative revolution and (2) the constitutional and social crisis of the 17th century. The emphasis will be on the political and social history of the period 1540-1640. A general knowledge of modern European history or of British literature in this period is presupposed.

HST 605 - War and Society in the Modern World (4) (GLA)

4 hours; 4 credits. The history of war from the early modern period to the present. War will be studied as a social and political phenomenon. The focus will be on European rather than United States experience until the 20th century is considered. A general knowledge of history is presupposed.

HST 606 - Age of the French Revolution (4) (GLA)

4 hours; 4 credits. Beginning with a study of the debate over the coming of the Revolution in late 18th-century Europe, this course will go on to consider the various phases of the Revolution and to assess the effective changes within France and Europe that it brought about, the foreign wars, and the Napoleonic "synthesis." A reading knowledge of a European language, particularly French, will be helpful.

HST 607 - Nineteenth-Century Europe (4) (GLA)

4 hours; 4 credits. A study of classic works and recent literature dealing with selected topics of 19th-century European history. There will be an effort to acquaint students with basic primary sources of information as well as with secondary literature. The emphasis will be on continental Europe. A reading knowledge of a European language is presupposed.

HST 610 - Europe in the Twentieth Century (4) (GLA)

4 hours; 4 credits. The range of the European experience from 1914-1945 runs from a position of world hegemony to the nadir of sociopolitical collapse. This course will explore the major events and forces, the nature of modern war and peacemaking, the challenge of Communist revolution, the shock of fascism, the failure of the liberal states, and the rise of the superpowers that shaped contemporary European civilization.

HST 614 - United States' Origins (4) (GLA)

4 hours; 4 credits. History of the 13 British colonies, from their settlement through the Revolution. The material and ideological forces that helped to create the new nation will be examined. Among the topics to be discussed will be Puritanism, slavery, mercantilism, and the political development of the colonies. The last part of the course will examine the reasons for and significance of the American Revolution.

HST 624 - U.S. History: 1900-1940 (4) (GLA)

4 hours; 4 credits. Readings, analysis, and reports of the major historical accounts of Progressivism, World War I, the 1920s, and the New Deal period including social, political, and intellectual themes.

HST 625 - Gender and Modern Consciousness (4) (GLA)

4 hours; 4 credits. An examination of the category of "gender" as an area illuminating the social sciences, particularly history and modern sociology, in recent scholarship.

HST 626 - Historical Themes and Interpretations (3) (GNA)

(Also EDD 626). 3 hours; 3 credits. Examination of selected themes in world history, such as nationalism, globalization, minorities and society, religion and the state, and humans and their environment. Each semester the course will focus on the development of one theme,
affording students the opportunity to deepen their interpretation through case studies, critical analysis of texts, museum work, and Internet research.

Crosslisted as: EDD 626.

HST 700 - The Russian Revolution: 1917-1991 (4) (GLA)

4 hours; 4 credits. This course will examine the historiography of the 1917 Revolution and the ensuing Soviet state, the origin of Stalinism, and the various political trends in this emerging Russian historiography. Major 1991 political events in ex-Soviet Union countries will be examined as well as contemporary social movements.

HST 701 - Historical Method (4) (GLA)

4 hours; 4 credits. This course presents an advanced study of the philosophy and method of historical research, with particular attention to writing and teaching history. While intended to familiarize students with the traditions and current practice of the historical profession, the course will also acquaint students with specific problems in historical research reflected in the publications of the seminar instructor. Prerequisites: Admission to the History MA Program or the Advanced Certificate in Public History Program, or permission of the Coordinator of the History MA Program.

HST 704 - Topics in the History of Africa (4) (GLA)

4 hours; 4 credits. This course examines the history of Africa. Topics in the History of Africa will cover such issues as slavery in African societies, ethnicity, class, and power in 20th-century Africa; Africa in the post-Cold War era.

HST 706 - Museum Studies (4) (GLA)

4 hours; 4 credits. An introduction to the history, theory, and practice of history museums. It will acquaint students with the history of museums and public history sites. Students also will learn the basic tools necessary for working with history museum collections and exhibitions, particularly through an introduction to the theory and practice of the material and visual culture (the study of history through objects and images) that underpins public history and museums. Emphasis will be placed on understanding the history of history museums and historic sites, how and why public history controversy occurs in museums, and how to curate effective exhibitions. The rich array of history museums and sites in New York City offers students the opportunity for hands-on case studies, which they will draw upon to review history museums and their exhibitions, analyze a material culture object, and create a proposal for a history museum exhibition. Prerequisite: Admission to the History MA Program or the Advanced Certificate in Public History Program, or permission of the Coordinator of the History MA Program.

HST 708 - Topics in the History of the Middle East (4) (GLA)

4 hours; 4 credits. This course examines the history of the Middle East. Topics in the History of the Middle East will feature such issues as women and gender in Islam, the historiography of the Middle East, and the Middle East through literature and film. The approach will be predominantly historical, but perspectives from the different social sciences will deepen the analysis.

HST 710 - Topics in the History of South Asia (4) (GLA)

4 hours; 4 credits. This course covers important issues in South Asian history. Topics in South Asian History presents an examination of aspects of the social, political, and cultural history of India from the Mauryan to the Gupta periods, and Islamic rule from the Sultanate of Delhi to the Mughal period; Modern South Asia; a study of British imperial rule in South Asia and the development of India, Pakistan, Sri Lanka, and Bangladesh since independence.

HST 711 - Topics in the History of East Asia (4) (GLA)

4 hours; 4 credits. This course covers important issues in East Asian history. Topics explored are: Late Imperial China, Tokugawa Japan, Meiji Japan, Republican-era China, rebellion and revolution in China, The People's Republic of China, the Cultural Revolution in China, and international relations in East Asia.

HST 715 - History of New York (4) (GLA)

4 hours; 4 credits. This course examines specific periods and/or themes in the history of the state of New York. At the discretion of the faculty instructor, it may focus on one region, such as Albany, New York City, Harlem, or Staten Island. Topics will reflect the historical scholarship of the instructor and may include: Native American history, women's history, New Netherland, British New York, the American Revolution, the Jacksonian era, the Civil War, the Gilded Age, the Jazz Age, the environment, race, slavery, immigration, industrialization, urbanization, religion, politics, and globalization. Prerequisite: Admission to the History MA Program or the Advanced Certificate in Public History Program, or permission of the Coordinator of the History MA Program.

HST 716 - Topics in European History to the Renaissance (4) (GLA)

4 hours; 4 credits. This course examines important themes in the early history of Europe. The course will require students to analyze issues in social, political, religious, and intellectual history through the use of primary and
secondary sources. Topics in European History to the Renaissance may include medieval urban history, medieval religious history, Byzantine history, early Germanic Europe, the Crusades, and the rise of the Ottoman Empire in Eastern Europe.

HST 717 - Topics in European History from the Renaissance (4) (GLA)

4 hours; 4 credits. This course examines important themes in the history of Europe from the time of the Renaissance. The course will require students to analyze issues in social, political, religious, and intellectual history through the use of primary and secondary sources. Topics in European History from the Renaissance may include: the European Renaissance, the Reformation and Counter Reformation, the English civil wars, the French Revolution, the Industrial Revolution, the Russian Revolution and world communism, the world wars, the post-war synthesis, and the European Union.

HST 718 - Seminar in Public History (4) (GLA)

4 hours; 4 credits. A seminar in Public History methods, practice, and issues, with a focus on the skills and perspectives needed to undertake applied historical work. The course introduces students to the ways in which public and private sector historical scholarship raises particular issues of ethics and professionalism that may differ from those faced by university-based scholars. Topics to be addressed will include: standards and ethics in public history; varieties of public history; practical skills necessary for responsible public history practice; fostering scholarship while remaining sensitive to stakeholder interest; historical content examined through a lens of public history. Some work in the course will be produced by students working in teams, as collaborative work is an essential part of public history. As part of the course, students will identify and propose an internship placement for a subsequent semester. Prerequisites: Admission to the History MA Program or the Advanced Certificate in Public History Program, or permission of the Coordinator of the History MA Program.

HST 719 - Public History Practicum/Internship (4) (GLA)

4 hours; 4 credits. An applied continuation of HST 718, allowing students to undertake a directed field experience program designed to provide an opportunity to work in a professional public history environment. This course allows students to integrate the theory and knowledge gained in HST 718 with the application of principles and practices in a public history work environment. Students will participate in hands-on work at a public history site under the guidance of the College's faculty, or in a public history project directed by a member of the College's faculty. This course can be repeated once for credit. Prerequisite: HST 718

HST 720 - Topics in Latin American History (4) (GLA)

4 hours; 4 credits. This course covers important issues in the early and later history of Latin America. Topics in Latin American history may include a study of the Iberian discovery of America and the conquest of the native peoples from 1492 to 1650, the role of the Catholic church in the Hispanicization of Iberian America, the Latin American wars of independence, reform and revolution in Latin America, race in Latin America, the 20th-century Latin revolutions, U.S.-Latin American relations, and Cuban reform and revolution.

HST 722 - Topics in Caribbean History (4) (GLA)

4 hours; 4 credits. This course will focus on the period from Columbus's arrival in the Caribbean to the abolition of slavery in the 19th century. Among the topics that may be examined: the pre-Hispanic Caribbean Spanish contact with the Arawaks and Caribs, settlement and colonies, the Atlantic slave trade, "King Sugar", the world of Europeans and Euro-Caribbeans, the world of slaves, free persons of color, the Haitian Revolution, metropole-directed abolitionism, the Morant Bay Revolt, the emergence of Cuban nationalism.

HST 723 - Oral History Methods, Theories, and Practices (4) (GLA)

4 hours; 4 credits. A seminar in Oral History methods, theories, and practices, with a focus on the skills and perspectives needed to undertake applied oral historical research and writing. Introduces students to the central contributions and challenges of oral history, a discipline of widespread use in public history projects. Topics to be addressed include: ethics and legal issues in oral historical research; Institutional Review Boards; the narrator-interviewer interaction; digital technology; translation of the oral text into a written document; the ethics of interpreting the interview testimony; archival repositories for oral testimonies; the role of the community in the dissemination and reception of oral historical projects. As part of the course, students will carry out at least one oral history interview.

Prerequisite: Admission to the History MA Program and HST 701, or permission of the Coordinator of the History MA Program.

HST 725 - Topics in U.S. History to 1865 (4) (GLA)

4 hours; 4 credits. This course covers the period of colonial American history until the Civil War era. Important topics in the early history of the United States will be explored. These may include a selection of the following: racial encounters in the New World, the environmental history of
the United States, the intellectual and cultural history of the American nation, colonial American history, the American Revolution and the early republic, Jacksonian America, and the Civil War era.

HST 726 - Topics in U.S. History since 1865 (4) (GLA)
4 hours; 4 credits. This course covers the period of U.S. history that begins with Reconstruction and moves forward to contemporary issues. Important topics in the history of the United States will be explored. These may include a selection of the following: Reconstruction, Gilded Age, and Progressive history; the history of United States wars; the diplomatic history of the United States; United States biography; United States encounter with communism; the history of women in the United States, the history of the United States west; and United States popular culture.

HST 730 - Topics in Ancient European and Mediterranean History (4) (GNA)
4 hours; 4 credits. This course examines themes drawn from the ancient period in Europe, the Mediterranean basin, and/or the Middle East. Topics may include Greek, Roman, Hellenistic, and Jewish politics, culture, and religion. The course will require students to analyze issues in social, religious, and intellectual history through the use of primary and secondary sources.

HST 732 - Topics in Medieval European and Mediterranean History (4) (GNA)
4 hours; 4 credits. This course examines themes drawn from the medieval period in Europe, the Mediterranean basin, and/or the Middle East. Topics may include Late Antiquity, Byzantine, western medieval or early Islamic history, medieval religious and urban history, and medieval historiography. The course will require students to analyze issues in social, religious, and intellectual history through the use of primary and secondary sources.

HST 734 - Topics in Early Modern European History (4) (GNA)
4 hours; 4 credits. This course will examine themes selected by the faculty member drawn from the early modern period (15th-18th centuries) ranging from the Renaissance to the Enlightenment. The course will require students to analyze issues in social, political, religious, and intellectual history through the use of primary and secondary sources.

HST 736 - Topics in Modern European History (4) (GNA)
4 hours; 4 credits. This course will examine themes selected by the faculty member drawn from the modern and contemporary period (18th-20th centuries), which includes topics from the French Revolution to the European Union. The course will require students to analyze issues in social, political, religious, and intellectual history through the use of primary and secondary sources.

HST 751 - Introduction to Archival Studies (4) (GNA)
4 hours. An introduction to archival theory and practice, including an overview of skills needed to work in archives and contemporary issues in archival management. Topics to be addressed will include: principles of arrangement and description; collection development; and reference and outreach for archival collections. This course provides students with a solid foundation in the theory, methodology, and practice of archival studies, as well as the sense of their professional and social responsibilities and the knowledge of the ethical and legal dimensions of their work. Students will participate in hands-on work in archive and special collection settings under the guidance of the course instructor.

Prerequisite: Admission to the History MA Program or the Advanced Certificate in Public History Program, or permission of the Coordinator of the History MA Program.

HST 752 - Archive Internship (4) (GNA)
4 hours. An internship course that allows students to gain directed field experience working in a professional archives environment. Students will participate in hands-on work under the guidance of archival staff and College faculty. Possible projects may include archival processing (including the creation of traditional finding interfaces for digital content), the generation of additional materials to support existing collections (such as through oral history projects), and/or the presentation of archive holdings to the public.

Prerequisite: Admission to the History MA Program or the Advanced Certificate in Public History Program, or permission of the Coordinator of the History MA Program.

HST 796 - MA Portfolio Preparation Seminar (4) (RLA)
4 hours; 4 credits. Students who have completed HST 701 and at least three other 700-level courses may enroll in the MA 4 Portfolio Preparation Seminar. Students will prepare a portfolio of their MA work, including one research paper (revised since initial submission for final grade in an MA course) and one other piece (possibly but not limited to a second research paper, a historiographical essay, an exhibition in a historical museum, or another appropriate work in public history, pre-approved by the Coordinator of the MA Program). The student will complete the seminar with an oral defense of their MA work before a committee of a minimum of two faculty members. NOTE: This course will be graded as Pass/Fail. Prerequisite: Completion of HST 701 and at least three other HST 700-level courses.
HST 798 - Preparation of Thesis Proposal (4) (GLA)
4 hours; 4 credits. Students who have completed HST 701 and at least two other 700-level courses may enroll in the Preparation of Thesis Proposal Seminar. In the seminar, students will develop their topic, begin research, collect bibliography, and receive instruction in research methodology and historical writing. Students will write a historiographical essay, reviewing the broader historical literature of their subject and relating their own approach to the field. Before completion of the seminar, students, in consultation with faculty and the program coordinator, will be assigned a thesis director and a second reader. NOTE: This course will be graded as Pass/Fail. Prerequisite: HST 701 and at least two other 700-level courses.

HST 799 - Thesis Tutorial Seminar (4) (GLA)
4 hours; 4 credits. After having completed HST 798 and while working on their thesis students will enroll in the Thesis Tutorial Seminar under the supervision of their thesis director. The thesis director will monitor students' progress on their thesis and meet regularly with the students. Students will present portions and drafts of their work in progress to the thesis director and, under the advice of the director, consult with the readers before submitting a formal draft to the thesis committee (the director and second and third readers). NOTE: This course will be graded as Pass/Fail. Prerequisite: HST 798

ISI - Information Systems and Informatics

ISI 710 - Information Systems for Healthcare (3) (GNA)
3 hours; 3 credits. A survey of the fundamental concepts and activities of Information Technology (IT) as applied to healthcare. Topics include electronic health records, knowledge-based systems in healthcare, telehealth, clinical decision support, consumer health informatics, e-Health, and the personal health record. Students will learn the enabling technologies for innovative health care solutions, methods of information management, strategies of healthcare information system implementation, governance models, and legal frameworks, focusing on the impact of IT on patient health, clinical decision making and public health policy. Prerequisites: (BUS 605 or NRS 705) and FNC 600

LBS - Liberal Studies

LBS 710 - Roots of Modern Culture (3) (GNA)
3 hours; 3 credits. Consideration of the artistic and literary traditions inherited from the Renaissance and the significant classical revivals of the 17th and 18th centuries in order to identify and assess those divergent aesthetic movements in the 19th and early 20th centuries that gave rise to modernism. An effort will be made to place works discussed in their fullest artistic, literary, philosophic, scientific, and historical context.

LBS 720 - Roots of Modern Society (3) (GNA)
3 hours; 3 credits. An exploration of the transition of the Western world from an agrarian, rural society to an urban, industrial-technological society, and the accompanying changes in economic and political structure and social values through a study of selected works written during this period concerned with social, scientific, philosophical, and political analysis and theory.

LBS 730 - Modern Culture (3) (GNA)
3 hours; 3 credits. An analysis of social movements such as liberalism, communism, socialism, nationalism, and fascism; an introduction to modern social structure and change; and the role of social theory studied through the analysis of individual creative works seen in the context of modern social and intellectual movements and modern scientific and philosophic thought. Prerequisite: LBS 710.

LBS 740 - Modern Society (3) (GNA)
3 hours; 3 credits. An analysis of selected works of 20th-century Western literature and art designed to provide an introduction to major movements in the cultural life of this century and an introduction to the analysis of individual creative works seen in the context of modern social and intellectual movements and modern scientific and philosophic thought. Prerequisite: LBS 710.

LBS 745 - Industrial Food in Modern Society (3) (GLA)
3 hours; 3 credits. An examination of the problems associated with the mass consumption of industrialized food such as exploitation of labor, environmental degradation, animal abuse, widespread obesity and illness, and the erosion of social and cultural ties. We will critically examine the ways in which the industrialization of the food supply in modern societies has made calories cheap and plentiful and how the public pays for cheap food's hidden costs. Through the lens of industrial food, this course focuses particular attention on issues of labor, immigration and capitalism. The geographical area of emphasis will be the United States, and case studies from other regions may also be included. Prerequisites: Registration in a graduate program in the Humanities or Social Science, or permission of the Director of the student's program of matriculation and the MALS Director.
LBS 750 - Interaction of Western and Non-Western Societies (3) (GNA)

3 hours. An introduction to the structure and values of a selected non-Western civilization and a study of the cross-cultural impact of Western expansion since 1500. A variety of sources will be used such as fiction, anthropological studies, historical journals, traveler's accounts, and works of art.

Prerequisite: LBS 730 or 740.

LBS 755 - Thesis Research and Writing Preparation (3) (GLA)

3 hours. An introduction to the fundamentals of graduate-level thesis research and writing for liberal studies. This course prepares students in the Master of Arts in Liberal Studies to develop and research a thesis topic, prepare and revise drafts of the thesis as research progresses, and achieve graduate-level academic standards for source selection, citation, bibliographic organization, thesis organization, and the support for and presentation of an argument.

Prerequisite: LBS 710 or LBS 720 or LBS 730 or LBS 740 or LBS 745 or LBS 750 or LBS 755 or LBS 760.

LBS 760 - Ancient Roots of Modern Thought (3) (GNA)

3 hours; 3 credits. A study of key works of ancient and medieval thought chosen from figures or works such as the Bible, Thucydides, Plato, Aristotle, Sophocles, Virgil, Cicero, Augustine, Aquinas, and Dante. The emphasis will be on an understanding of the works and their relationship to the intellectual tradition of the Western world as studied in the previous courses. Prerequisite: LBS 730 or 740.

LBS 770 - Seminar: Values and Contemporary Issues (3) (GNA)

3 hours. A seminar in which the instructor and the students assist in developing ideas about topics of contemporary social and cultural concern that have been chosen by the students as subjects of their master's essay. Each student must have chosen a topic before the beginning of the seminar. In the seminar the instructor and students draw on the works read and discussed in the previous courses in the program to illuminate the topics of the essays. Drafts of portions of student essays are discussed.

Prerequisite: LBS 730, LBS 740, LBS 750, LBS 760 and permission of the MALS program coordinator. Corequisite: LBS 780.

LBS 780 - Master's Essay Tutorial (3) (GNA)

3 hours. A tutorial in which the student and master's essay adviser meet weekly to discuss drafts of and problems with the master's essay. Credit is awarded on successful completion of the master's essay and its acceptance by the essay adviser and program coordinator.

Prerequisite: LBS 755 and permission of the MALS program coordinator. Corequisite: LBS 770.

LING - Linguistics

LING 604 - Modern English Grammar (4) (GLA)

4 hours; 4 credits. A generative-transformational analysis of the English sentence and a normative approach to contemporary usage. An introduction to sentence diagramming according to the principles of generative grammar with attention to deep and surface structure and semantic features. Traditional grammar is reformulated in transformational terms and usage is taught with reference to generative theory.

LING 605 - English Language Teaching and Learning (4) (GLA)

4 hours; 4 credits. This course examines current theories of second language acquisition and language teaching practices, with special attention to English language teaching in the U.S. The following areas are explored: a history of English language teaching methodology and the factors that have influenced it; current English language teaching research; contemporary English language teaching approaches and their underlying principles; English language teaching techniques in the various skill areas. Prerequisite: Graduate students only.

LING 650 - The Grammar of Words (4) (GLA)

4 hours; 4 credits. This course explores the structure of words through a survey of the linguistics subfields of phonetics, phonology, and morphology. Students will learn how to transcribe words using the International Phonetic Alphabet, describe systematic sound patterns, and analyze how words are composed from smaller units of sound and meaning. The course will provide students with an understanding of the semantic properties of words, how history has shaped the English lexicon (vocabulary) and orthography (spelling), and will also offer the opportunity to relate linguistic concepts to social, educational, and other applied issues.

LING 680 - Sociolinguistics (4) (GLA)

4 hours; 4 credits. The interaction of language with region, class, sex, and nationalism. Special consideration is given to Black English, urban dialects, and educational policy. An exploration of regional and class dialects, the reactions to them, and the historical reasons for their development. The differences between male and female speech as well as the different ways language refers to sex are considered. The debate over bidialectism in the schools is reviewed as
well as the role of language in nationalism and questions of language policy in developing countries.

**MGT - Management**

**MGT 600 - The Administrative Process (3) (GNA)**

3 hours; 3 credits. Introduces students to the key issues involved in the management of organizations. Major topics include the functions of managers (planning, organizing, staffing, leading, and controlling), the organization’s internal and external environment, strategy, managerial ethics, and business communication skills.

**MGT 605 - Business, Government, and Society (3) (GNA)**

3 hours; 3 credits. This course proposes to: (1) examine the roles and responsibilities of business in today's complex global economy, including the interests of various stakeholders; explores social, legislative, regulatory, and judicial processes as expressed in public policy and the options open to business management in anticipating and responding to these forces; (2) integrate concepts of ethical behavior with corporate responsibility; and (3) examine managerial values and corporate culture and the resulting corporate governance as driving forces in the modern business organization. Particular focus on the differences between policy formation in the U.S. as compared to other nations.

**MGT 710 - Leadership and Organizational Effectiveness (3) (GNA)**

3 hours; 3 credits. An analytical approach to studying the role of leaders in organizations and the relationship between leadership and organizational effectiveness. Leadership and management theories and concepts are presented and students are provided with opportunities to apply them. Included also are a discussion of leadership at different levels (individual, team, and organizational), the leader-follower relationship and its impact on organizations. Prerequisites: MGT 600, MGT 605.

**MGT 720 - Global Business Strategy (3) (GNA)**

3 hours; 3 credits. This course introduces students to the key issues involved in developing long-term global strategy for organizations. Major topics include analysis of the organization's internal and external environments and planning strategy at the corporate, business, and functional levels. Consideration will be given to strategic planning for international and non-profit organizations. Case studies will be used to develop an understanding of top management's role in all phases of global strategy formulation management. Prerequisites: MGT 600, MGT 605.

**MGT 725 - Healthcare Management (3) (GNA)**

3 hours; 3 credits. Examines healthcare organizations from the perspective of strategic management. Applies lessons from service delivery, competitor analysis, and strategic planning to identify best practices in managing health care organizations and planning for long term success. Prerequisite: BUS 605 or NRS 705

**MGT 730 - Strategic Human Resource Management (3) (GNA)**

3 hours; 3 credits. The course addresses the functions of a human resource manager, with emphasis placed upon the technical, analytical, and legal skills required for effective job performance. Special topics include: recruiting, selecting, training and development, performance appraisal, components of compensation, and compliance with legal mandates. Prerequisites: MGT 600, MGT 605.

**MGT 735 - Services Marketing and Management (3) (GNA)**

(Also MKT 730) 3 hours; 3 credits. This course applies marketing and management principles to the unique requirements of service industries (financial, legal, accounting, medical, etc.). The special roles of the marketer, service provider, and customer in the process of creating and delivering value are considered. Emphasis is given to the utility of the Internet for identifying prospects, delivering services, enhancing value, and strengthening relational bonds. The course employs text readings, case analysis, and other exercises to build key themes. Prerequisites: MKT 600 and MGT 600

Crosslisted as: MKT 730.

**MGT 770 - Managerial Decision Making and Applications (3) (GNA)**

3 hours; 3 credits. This capstone course requires the application of all business education. It is an integrative course that places students in the role of top/middle management facing the myriad decisions involved with running a business. The heart of the course is participation in a computer-based business simulation. The emphasis is on team interpersonal dynamics, use of financial statements, and decision making skills in business situations that involve the organization as a whole. Prerequisites: MGT 600, MGT 605, MKT 600, FNC 600, MGT 710, MGT 720.

**MGT 790 - Seminar in Contemporary Business Topics (3) (GNA)**

3 hours; 3 credits. This course examines timely topics in business. Topics will rotate by semester and may focus on information systems, marketing research, venture capital and business valuation, and advanced accounting issues, for example. Opportunities for individual research are
integral to the course. Prerequisite: Permission of the instructor.

**MGT 820 - Intellectual Property Management (3)**  
(GNA)  
3 hours; 3 credits. This course will give students the tools to understand and manage the most important aspects of intellectual property (IP) rights (patents, trademarks and copyrights) in a global environment. The management and protection of corporate IP rights is a critical management function in today's globalized economy. In the case of software and practices of teaching in the field of ASD. Various philosophical, educational, psychological, and clinical paradigms will be incorporated. Throughout the curriculum, whenever appropriate, the counseling needs of families with individuals with ASD will also be addressed. We will also critically evaluate controversial popular but un-proven alternative treatments. The Program was developed to provide additional education and training to post-baccalaureate students (with bachelor's or master's degree) in order to enable them to work with individuals with ASD and their families at a heightened level of expertise.

**MKT - Marketing**

MKT 600 - Strategic Marketing Management (3)  
(GNA)  
3 hours; 3 credits. This course is designed to expose graduate students to key aspects of the marketing function in for-profit and non-profit organizations. All elements of the marketing mix including product decisions, pricing, distribution, and communication are discussed. Students are introduced to marketing theories and concepts, encouraged to develop analytical and decision making skills, and provided the opportunity to execute managerial actions in varied market settings. The applied course format requires the student to utilize and communicate marketing concepts through case analyses.

MKT 730 - Services Marketing and Management (3)  
(GNA)  
(Also MGT 735). 3 hours; 3 credits. This course applies marketing and management principles to the unique requirements of service industries (financial, legal, accounting, medical, etc.). The special roles of the marketer, service provider, and customer in the process of creating and delivering value are considered. Emphasis is given to the utility of the Internet for identifying prospects, delivering services, enhancing value, and strengthening relational bonds. The course employs text readings, case analysis, and other exercises to build key themes. Prerequisite: MKT 600 and MGT 600  
Crosslisted as: MGT 735.

MKT 740 - Business-to-Business Marketing (3) (GNA)  
3 hours; 3 credits. This course explores the differences between business and consumer marketing. It examines business/institutional buyer behavior and marketing strategy including market research, product planning, pricing, promotion, and management of the sales force. Extensive use of the Internet is required for case studies and other assignments. Prerequisite: MKT 600.

**MTH - Mathematics**

MTH 600 - Probability Theory and Stochastic Processes in Engineering (3) (GNA)  
(Also ELE 600). 3 hours; 3 credits. Probability space, elements of combinatorial analysis, conditional probability, independence, random variables, expectation, law of large numbers, random walks and Brownian motion, discrete and continuous parameter Markov chains, martingales and diffusion theory, linear estimation theory, Wiener and Kalman filters. Prerequisite: Admission to the ME program.

MTH 612 - Introduction to Mathematical Logic (4)  
(GLA)  
4 hours; 4 credits. A development of the propositional calculus and the predicate calculus with special emphasis on their mathematical aspects and applications. The course covers formal axiomatic theory, validity, provability, consistency, and completeness. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 615 - Modern Algebra for Secondary School Teachers (4) (GLA)  
4 hours; 4 credits. Set operations, mappings, algebraic structures, groups, rings, integral domains, division rings, fields, ruler and compass constructions. These topics will include a discussion of the historical development of these ideas. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 620 - Topics in Mathematics for Teachers (4) (GLA)  
4 hours; 4 credits. A culturally oriented course for teachers who seek to deepen their understanding and appreciation of the style and status of modern mathematics. Topics will be drawn from sets, number systems, complex numbers, and other areas. Prerequisite: MTH 233 or MTH 236 or permission of the department.
MTH 621 - Calculus for Secondary School Teachers, with Graphing Calculators (4) (GLA)

4 hours; 4 credits. A study of the theoretical concepts of calculus as a preparation for the teaching of calculus in the secondary school. Emphasis will be placed on drawing connections between various ideas in calculus and on using the graphic calculator as a tool for illustrating concepts and solving problems. A wide variety of applications is stressed throughout the course. Prerequisites: MTH 233 or MTH 236 or permission of the department.

MTH 623 - Geometry for Secondary School Teachers (4) (GLA)

4 hours; 4 credits. Finite geometries, properties of axiomatic systems, a critique of Euclid. An axiomatic development of Euclidean geometry and the reproving of major theorems of Euclid. Non-Euclidean geometry: the concept of parallelism, its history; the geometry of Bolyai-Lobachevsky; a comparison of hyperbolic and Euclidean properties. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 626 - Applied Mathematics for Computer Science (3) (GLA)

(Also CSC 755). 3 hours; 3 credits. Selected topics in mathematics and mathematical system areas that are essential for advanced studies in computer science. Topics are drawn from probability, statistics, queuing theory, numerical analysis, universal algebra, mathematical logic, general systems theory, and cybernetics. Prerequisite: CSC 755.

MTH 627 - Historical Perspectives on Mathematics Topics (3) (GNA)

(Also EDD 627). 3 hours; 3 credits. An examination of the historical origins and contemporary applications of mathematics topics selected from areas such as arithmetical computation, number theory, cryptography, graph theory, geometry, and probability. Emphasis on exploration, analysis, and problem solving. Intended for teachers who wish to extend their own knowledge of mathematics and enhance classroom pedagogy. Prerequisites: Two courses in fundamentals of mathematics (equivalent to MTH/SLS 217 and MTH 218) or permission of the department. Crosslisted as: EDD 627.

MTH 632 - Foundations of Number Theory (4) (GLA)

4 hours; 4 credits. Number theory: mathematical induction, factorization and fundamental theorem of arithmetic, the division and the Euclidean algorithms, linear diophantine equations, congruence of classes in integers, modulo n, famous problems in number theory, arithmetic functions, elementary theory of the distribution of primes, quadratic reciprocity, and solutions of systems of congruence equations. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 637 - Introduction to Mathematical Modeling (4) (GNA)

4 hours; 4 credits. A project-based introduction to the essential components of mathematical modeling. Using fully developed case studies and exploratory student projects, the aim is to provide a broad perspective on modeling physical, biological, and societal phenomena using modern mathematical methods. In particular, emphasis will be placed on three prototypical modeling paradigms: dynamical systems, statistical/probabilistic modeling, and optimization. Prerequisites: Differential equations and linear algebra (MTH 330 or equivalent) or mathematical probability (MTH 311) or permission of the instructor.

MTH 640 - Numerical Analysis for Secondary School Teachers (4) (GLA)

4 hours; 4 credits. Solution of equations, interpolation and approximation, and convergence; numerical differentiation and numerical solution of initial value problems in ordinary differential equations; selected algorithms programmed for solution on computers. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 643 - Development of Mathematics (4) (GLA)

4 hours; 4 credits. This course is open to students who have an interest in the historical development of mathematics. It is recommended that this course be taken by students who plan to teach mathematics in the high schools. The course will cover the development of mathematics and its influence on Western culture. Several important concepts in mathematics such as Euclidean and non-Euclidean geometry and theory of numbers will be discussed both in the context of impact on the society and the later development of the science of mathematics. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 650 - Discrete Mathematical Modeling for Secondary School Teachers (4) (GLA)

4 hours; 4 credits. Graphs, interval graphs, transitively orientable graphs, Euler and Hamiltonian circuits, graph-theoretic models including one-way street assignment, phasing traffic signals, street sweeping, graph coloring, probabilistic models including Markov Chains and basic queuing models, voting methods and group ranking, weighted voting models and shapely power index. Prerequisite: MTH 223 or MTH 236 or permission of the department.
MTH 651 - Functions of a Complex Variable (4) (GLA)

MTH 679 - Statistics for Secondary School Teachers (4) (GNA)
4 hours; 4 credits. An introductory statistics course for secondary school teachers. Selected topics include exploratory data analysis, basic probability concepts, sampling distributions, confidence intervals, tests of significance, goodness of fit topics, and linear models. Prerequisite: MTH 233 or MTH 236 or permission of the instructor.

MTH 680 - Probability Theory for Secondary School Teachers (4) (GLA)
4 hours; 4 credits. Sample spaces, combinatorial analysis, binomial Poisson and normal distributions, random variables, laws of large numbers, random walks, Markov chains, time-dependent stochastic processes, continuous sample spaces. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 681 - Theory of Topology (4) (GLA)
4 hours; 4 credits. Set theory; topology of the real line, Cauchy sequences, open sets, connected sets, limit points and closed sets, bounded sets, compactness, continuous functions; topological spaces, mappings, subspaces, homeomorphisms; metric spaces. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 690 - Applied Mathematics for Secondary School (4) (GLA)
4 hours; 4 credits. An application of algebra, trigonometry, and calculus to the analysis and description of wave motion. The theory of transverse and longitudinal waves, the propagation of these waves, as well as applications to a variety of problems in nature will be studied. Applications will be chosen from the study of sound and light waves, water waves, the sound of music, traffic flow, shockwaves, and wave mechanics. Historical and cultural aspects will be stressed. Prerequisite: MTH 233 or MTH 236 or permission of the department.

MTH 704 - Advanced Statistics (3) (GNA)
(Also BIO 704). 3 hours, 3 credits. This course teaches statistical analysis using the concept of Likelihood to drive Model Selection. The subject matter differs from other statistical methods in that a single model is chosen from multiple alternatives based on data. To enroll in this courses students must have taken an undergraduate course in statistics and calculus.

Crosslisted as: BIO 704.

MTH 706 - Applied Statistical Thinking and Methods in Health Research (3) (GNA)
(Also NRS 706). 3 hours; 3 credits. This graduate-level course introduces the learner to statistical thinking and methods as applied in health research. An undergraduate statistics course is a prerequisite for the course. Emphasis is on the blending of basic descriptive and inferential statistical techniques, conceptual understanding, and depreciation for statistical methods. A hands-on interactive, multidimensional approach to teaching-learning includes use of computer software for statistical analyses. Current issues, trends, and technological advances influencing statistical analyses and data interpretation in health research will be explored from the multi-cultural perspective. Selected theories, quantitative research studies, case exemplars, and data sets will be critically appraised for utilization in various health settings and with diverse populations. Ethical issues will be a recurrent theme. Future applications of statistical techniques in health research will be discussed. Prerequisite: Matriculated or non-matriculated status in the graduate program.

Crosslisted as: NRS 706.

NRS - Nursing

NRS 682 - Advanced Pharmacology (3) (GNA)
(Also BIO 682) 3 hours; 3 credits. This course provides the knowledge and skills to assess, diagnose, prescribe, and guide the management of medication therapy of adults. Emphasis will be on pharmacodynamics, pharmacokinetics, and pharmacotherapeutics to supplement previous learning. Critical thinking and research data will be the basis for determining appropriate medications for adults of varied ages, medical problems, and health practices. Prerequisites: Basic college-level pharmacology course.

Crosslisted as: BIO 682.

NRS 700 - Transcultural Concepts and Issues in Health Care (3) (GNA)
3 hours; 3 credits. This course focuses on the general philosophy, ethics, concepts, skills, theory, research, and practices underlying transcultural care. Current issues in pluralism, diversity, and health care are explored in relation to culturally competent care by advanced practitioners in health care settings. Leininger's Theory of
Culture Care and other selected theories and research studies are critically appraised for utilization in various practice and management settings. Future directions of transcultural care are discussed. Prerequisite: Matriculated or non-matriculated status in the graduate program.

**NRS 701 - Theoretical Foundations for Advanced Practice Nursing (3) (GNA)**

3 hours; 3 credits. This course explores the theoretical basis of advanced practice nursing through analysis of nursing's extant models and theories that contribute to nursing's unique body of knowledge. Emphasis is placed on nursing's metaparadigm concepts; person-environment-health-nursing. The dialectical process between theory, research, and practice is examined. The value of theory-based practice, including the sharing of knowledge with other disciplines, is stressed as foundational for Advanced Practice Nursing. Prerequisite: Matriculated or non-matriculated status in the graduate nursing program.

**NRS 702 - Advanced Health Assessment & Diagnostic Reasoning (3) (GNA)**

4 hours; 3 credits. This course prepares students to develop advanced competencies in health assessment (health histories and physical examinations) to analyze data, and to make diagnostic decisions when caring for culturally diverse adults their families and communities. Through the use of a broad range of critical thinking and communication strategies, the advanced practice nursing students will develop and demonstrate advanced decision-making strategies in the planning of high quality, safe evidence-based nursing care. Prerequisite: Matriculated or non-matriculated status in the graduate program.

**NRS 703 - Teaching and Learning for Cultural Competence Development (3) (GNA)**

3 hours; 3 credits. This course builds on the foundational philosophy, ethics, concepts, skills, theory, research, and practices underlying the development of cultural competence in health care. The multidimensional process of teaching and learning cultural competence is presented as an organizing framework for advancing cultural competence development. Strategies and techniques for helping culturally diverse nurses, other health professionals, and health organizations to develop cultural competence are critically appraised for use in various practice, management, and educational settings. Eliminating health disparities through the creative use of culturally competent client education is emphasized. Future directions for advancing cultural competence development are discussed. Prerequisite: NRS 700 or equivalent graduate-level course.

**NRS 704 - Cultural Competence in Healthcare: Project Development (3) (GNA)**

3 hours; 3 credits. This course will assist learners to develop a "cultural competence in healthcare project". The project can be directed toward clients, communities, agencies, nursing organizations, nursing personnel, or nursing education, and must relate to the overall goal of eliminating health disparities. The course also emphasizes measurement and evaluation of project outcomes. Prerequisite: NRS 703.

**NRS 705 - Health Organizations, Policy, Financing, and Ethics (3) (GNA)**

3 hours; 3 credits. This course synthesizes knowledge about health care systems as established social institutions. Emphasis will be on an examination of the health care delivery system, current issues in the policy arena, and trends associated with health care, including finance and resource allocation. Current legislative initiatives related to health care and the implications of these will be fully explored. Ethical issues will be a recurrent theme. Prerequisite: Matriculated or non-matriculated status in the graduate program.

**NRS 706 - Applied Statistical Thinking and Methods in Health Research (3) (GNA)**

(Also MTH 706) 3 hours; 3 credits. This graduate-level course introduces the learner to statistical thinking and methods as applied in health research. An undergraduate statistics course is a prerequisite for the course. Emphasis is on the blending of basic descriptive and inferential statistical techniques, conceptual understanding, and depreciation for statistical methods. A hands-on interactive, multidimensional approach to teaching-learning includes use of computer software for statistical analyses. Current issues, trends, and technological advances influencing statistical analyses and data interpretation in health research will be explored from the multi-cultural perspective. Selected theories, quantitative research studies, case exemplars, and data sets will be critically appraised for utilization in various health settings and with diverse populations. Ethical issues will be a recurrent theme. Future applications of statistical techniques in health research will be discussed. Prerequisite: Matriculated or non-matriculated status in the graduate program.

Crosslisted as: MTH 706.

**NRS 711 - Health Care Program Development (3) (GNA)**

3 hours; 3 credits. This course focuses on development of evidence-based programs for culturally diverse populations with special health care needs. Students develop the ability to conduct a needs assessment, document health care
needs, develop & describe a health care program incorporating quality and safety tenets, plan evaluation strategies for process and outcomes, and write grant proposals to obtain funding. Existing evidence-based health care programs for medically underserved populations are used as examples.

**NRS 712 - Nurse as Educator (3) (GNA)**

3 hours; 3 credits. This course addresses the principles and methods related to nursing education. It includes learning theories, research and teaching techniques that are used to educate nursing students, professional nursing staff, other health care personnel and clients. Applications include methods and strategies to enhance learning of individuals and aggregates of health care personnel to ensure quality and safe care. Emphasis is on the development of student learning outcomes, communication/teaching strategies and methods of evaluation in the culturally diverse classroom and clinical setting.

**NRS 720 - Advanced Practice Nursing with Adults in Community Settings (3) (GNA)**

3 hours; 3 credits. This course addresses integration of theory, research, and practice related to high quality and safe culturally competent health promotion, disease prevention and illness management of healthy, chronically ill, and disabled adults, their families and communities. The advanced practice nursing student will use diverse methods of communication in the formulation of advanced practice nursing plans, interventions, and outcome assessments. Prerequisites: Matriculated status in the program, BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702, NRS 706. Corequisites: For CNS students: NRS 720. Pre- or corequisite: NRS 730

**NRS 721 - Role Practicum: Adults in Community Settings (3) (GNA)**

3 hours; 3 credits. This precepted practicum course provides for application of theories and research to health promotion and disease prevention of healthy, chronically ill, and disabled adults from culturally diverse backgrounds, their families, and communities. Advanced practice nursing students will compose communications using diverse critical thinking and decision-making strategies that exemplify the development and documentation of core and adult-gerontology competencies incorporating areas such as quality and safety strategies, nursing process utilization, outcome assessment, education program development and implementation and other methodologies essential for advanced practice nursing. (Minimum of 250 faculty supervised clinical hours) NOTE: This course has a material fee. Corequisite: NRS 720 Pre- or corequisite: NRS 720

**NRS 722 - Advanced Practice Nursing with Adults in Acute Care Settings (3) (GNA)**

3 hours; 3 credits. A clinical course for the application of knowledge and advanced practice skills related to nursing care of acutely ill adults, their families, and communities from culturally diverse backgrounds. The advanced practice nursing student will incorporate quality and safety tenets into evidence-based care using various communication technologies in the development of core and adult-gerontology competencies. The selection of clinical placements varies according to the specializations of students in each group. (Minimum of 250 faculty supervised clinical hours). Prerequisites: Matriculated status, BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702, NRS 706. Pre- or corequisite: NRS 730. Corequisite: For CNS Students: NRS 723

**NRS 723 - Role Practicum: Adults in Acute Care Settings (3) (GNA)**

17 hours; 3 credits. A clinical course for the application of knowledge and advanced practice skills related to nursing care of acutely ill adults, their families, and communities from culturally diverse backgrounds. The advanced practice nursing student will incorporate quality and safety tenets into evidence-based care using various communication technologies in the development of core and adult-gerontology competencies. The selection of clinical placements varies according to the specializations of students in each group. (Minimum of 250 faculty supervised clinical hours). Corequisite: For CNS Students: NRS 722.

**NRS 724 - Case Management for Advanced Practice Nursing (3) (GNA)**

3 hours; 3 credits. Focus on responses of advanced practice nurses to a changing health care system, especially provision of high-quality health care at minimal cost to populations with special needs. Proactive roles of nurses are emphasized for selection, implementation, and evaluation of interventions for targeted populations. As a case manager, the clinical nurse specialist uses clinical and technical expertise to develop standardized care processes, establish outcomes, identify variances, assess transitional levels of care, and act as an agent for planned change. Prerequisite: Matriculated or non-matriculated status in the MS degree program or permission of the instructor.

**NRS 728 - Role Practicum: Primary Health Care II (3) (GNA)**

17 hours; 3 credits. A clinical course addressing health promotion, health protection, and health restoration of adults experiencing acute and chronic health problems. With preceptor supervision, students perform differential diagnosis and treatment of common health problems,
including prescription of drugs and other evidence-based medical interventions. Students use nursing theories and research in the Nurse Practitioner (NP) roles, diagnose human responses, plan to meet positive health outcomes, and conduct high quality and safe culturally competent nursing interventions for adult-gerontology populations, their families and communities. (Minimum of 250 faculty supervised clinical hours). Corequisite: NP Students: NRS 726

NRS 730 - Evidenced Based Practice for Advanced Practice Nursing (3) (GNA)

3 hours; 3 credits; This course prepares students to develop competencies of advanced practice nursing in the clinical application of research. The role of advanced practice nurses in collaborative research, outcomes research, and evidence-based practice are explored. The research process, statistical methods, skills of critique, and ethical-legal issues are applied to clinical problems. Students will conduct an in-depth analysis of a clinical problem that substantiates recommendations for practice. Prerequisite: NRS 700, NRS 701, NRS 706

NRS 735 - Primary Health Care I (4) (GNA)

4 hours. This first primary care course emphasizes health promotion, health protection, and health restoration for the adult-gerontological population. Students will be introduced to the practical aspects of the advanced practice role and inherent responsibilities. Students will implement the partnership model of working with consumers as they begin to formulate differential diagnoses and create treatment plans using evidence-based guidelines and best practices. Social, cultural, ethical, and policy issues confronting those who need care are explored. This course requires a minimum of 200 supervised clinical hours with an approved preceptor. Prerequisite: BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702, NRS 705, NRS 706, NRS 370.

NRS 736 - Primary Health Care II (4) (GNA)

4 hours. This second primary care course emphasizes health promotion, health protection, and health restoration for the adult-gerontological population in need of healthcare. Students’ ability to formulate differential diagnoses and create treatment plans using evidence-based guidelines and best practices is enhanced, as is their development as advanced practitioners. The partnership model of working with consumers is stressed along with quality and safety. Student will learn to address health needs while integrating social and policy issues confronting those who need health care. This course requires a minimum of 200 clinical hours with an approved preceptor. Prerequisite: BIO 670, BIO 682/NRS 682, NRS 700, NRS 701, NRS. 702, NRS 705, NRS 706, NRS 730, NRS. 735, NRS. 737.

NRS 737 - Primary Health Care III (4) (GNA)

4 hours. This advanced primary care course synthesizes concepts and practices from Primary Health Care I and II. Students become proficient in formulating differential diagnoses and treatment plans for people with increasingly complex co-morbid conditions using evidence-based guidelines and best practices. Students will refine their development into the role of Advanced Practice Nurse. This course requires a minimum of 200 supervised clinical hours with an approved preceptor. Prerequisite: BIO 670, BIO 682/NRS 682, NRS 700, NRS 701, NRS 702, NRS 705, NRS 706, NRS 730, NRS 735, NRS 736.

NRS 750 - Curriculum in Nursing (3) (GNA)

3 hours; 3 credits. The course focuses on curriculum development, including philosophy, program outcomes, students learning outcomes, and evaluation of curriculum design. The goal is to ensure society's needs for culturally competent, safe and quality care of the individuals, families and communities is met through teaching by professional nurses. The student will develop or critique of a curriculum based on evidence-based in nursing and learning theory. Evaluation of the educational outcomes is based on national accreditation standards and criteria. A variety of communication styles and techniques including technology will be integrated into the curriculum design. Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing.

NRS 754 - Evaluation in Nursing Education (3) (GNA)

3 hours; 3 credits. National standards are used to guide development of a master plan of evaluation for a nursing education program(s). To measure student achievement of learning, the course emphasizes test construction, item writing, clinical evaluation tools, and psychomotor skills evaluation. Evaluation tools will be critiqued to ensure they meet national guidelines, are free of cultural bias, are evidence-based and assess quality and safety outcomes in the delivery of care to the individual, family and community. Evaluation of teaching strategies will include verbal, written and digital communications techniques. NRS 801 or NRS 712 is accepted in substitution. Prerequisite: Matriculation in the Master of Science in Nursing.

NRS 755 - Applications of Leadership Models in Professional Practice (3) (GNA)

3 hours; 3 credits. This course addresses the leadership role of advanced practice nurses in the application of
organizational and systems theories, risk and quality management principles, and inter-professional collaborative practice models, fiscal impact, policy issues and initiatives that contribute to the ongoing improvement of culturally competent health outcomes of diverse individuals, families, and communities within a global perspective. Pre- or corequisite: Matriculated in the DNP program.

NRS 756 - Technological Integrations (3) (GNA)
3 hours; 3 credits. This course will provide an advanced perspective of the significance of the nursing role of integrating the data, information, and knowledge required for advanced nursing practice, administration, education, and research. The advanced practice role in system change, selection, and evaluation of clinical health information systems will be explored. Ethical, legal, and social issues and trends relative to information technology and the electronic health record will be discussed. Utilization of coding systems, financial systems, quality improvement tracking will be explored. Prerequisite: Admission to the DNP program

NRS 757 - Professional Nursing Bioethics (3) (GNA)
3 hours; 3 credits. This course will present moral and ethical theories, professional codes of ethics and research ethics as they apply to a complex healthcare environment. Historical perspectives, ethical standards of practice and application of ethical principles are emphasized. Case studies are utilized for case analysis to provide students with beginning skills in bioethics mediation. A broad range of topics is included to expose students to challenging situations across populations and settings. Prerequisite: Admission to the DNP program.

NRS 758 - Teaching and Learning in Nursing Education (3) (GNA)
3 hours; 3 credits. Theories and research are used to create teaching and learning strategies to meet the learning needs of individuals, families, groups and health providers in culturally diverse community settings. Legal, ethical, fiscal, and regulatory influences on teaching and education are included. Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing.

NRS 759 - Clinical Finance & Management (3) (GNA)
3 hours; 3 credits. This course addresses the financial implications of health care, strategies for reduction of health care costs, and presents financial concepts related to health care management. Financial strategies at the micro and macro-system levels will be explored including financial strategies for entrepreneurial activities of the CNS and NP. Prerequisite: Matriculation in the DNP Program.

NRS 760 - Practicum in Nursing Education (3) (GNA)
6 clinical lab hours per week, 1 seminar hour; 3 credits. The course provides an opportunity for the application of teaching and learning theory to nursing education. Evidence-based practice is implemented to provide culturally competent, quality teaching to meet the learning needs of the individual or group in academic or service setting. Prerequisite: NRS 754. Pre- or corequisite: NRS 758, NRS 754

NRS 761 - Advanced Therapeutics (3) (GNA)
3 hours; 3 credits. This course will present procedures, standards, therapeutic protocols, pharmacological interventions and diagnostics needed in the management of complex high-frequency and high risk diseases through didactic and psychomotor application. Various methodologies to disease management will be explored including traditional and integrative practices. Technology will be used for data management related to professional and clinical decision making. Prerequisite: BIO 670, NRS/BIO 682, NRS 702, and matriculation in the DNP Program.

NRS 762 - Integrative Practice Proposal (Scholarly Project I) (6) (GNA)
6 hours; 6 credits; minimum 250 clinical hours. This course applies previous learning leading to a capstone project proposal. Specific activities and knowledge addressed include analysis of organizational culture and structure in health care systems and/or communities with complex needs, use of various theoretical models, identification of areas for potential program development, project development skills, and use of literature review skills. Students will develop a proposal for a needed health care program or related clinical project. The course will be presented using a combination of didactic and independent study to facilitate project planning, including implementation strategies, outcomes evaluation, project leadership, and dissemination planning. NOTE: Prior to registering for this course all DNP coursework must be completed. Prerequisite: Permission of the Program Coordinator.

NRS 763 - Integrative Practice Application (Scholarly Project II) (6) (GNA)
6 hours; 6 credits; minimum 250 clinical hours. This course explores issues that influence successful implementation of the proposed capstone project through didactic, experiential, and independent study. Students will receive guidance during the implementation and evaluation of the capstone project. Students are expected to write a full report of the project that builds on the proposal and addresses the actual implementation and evaluation of the project, as well as providing conclusions and implications
of the work. NOTE: Prior to registering for this course all DNP coursework must be completed. Prerequisite: Permission of the Program Coordinator.

**NRS 799 - Thesis Option (3) (GNA)**

3 hours; 3 credits. The purpose of this seminar course is to individually guide students in applying the steps of the research process in actual settings. The process culminates in the presentation of findings as a written thesis. The course is graded Pass/Fail. Prerequisites: NRS 706, NRS 730, matriculated status, permission of the program coordinator.

**NSM - Neuroscience**

**NSM 701 - Cellular and Molecular Neuroscience (3) (GNA)**

3 hours. An introduction to neuroscience through lectures, readings, and demonstrations with emphasis on the components of the field and the important techniques used for studying the brain and brain-related phenomena. A research paper is required. Prerequisite: Graduate Student Status.

**NSM 702 - Systems and Neuroscience (3) (GNA)**

3 hours. Selected topics concerning functional brain anatomy and mechanisms regulating the activity of nerve cells and their development in organisms ranging from drosophila through vertebrates. Biochemical characterization of components and of processes occurring in the nervous system. Cellular events involved in learning and memory. The molecular basis of diseases of the central nervous system. A research paper is required. Prerequisite: Graduate Student Status.

**NSM 705 - Journal Seminar I-IV (0) (GNA)**

1 hour. Reading and analysis of classical and current scientific papers in biology and psychology related to mental retardation and developmental disabilities. Student presentations (at least one per student each semester); slide preparation, data presentation, and computer methods, including spreadsheets and software. Prerequisite: Graduate Student Status.

**NSM 706 - Research Methods (3) (GNA)**

3 hours. Methods of studying the nervous system at different levels of organization, including investigating the properties of neurons using electrophysiological, tissue culture, and staining procedures. Methods of studying behavior. Ethical issues of experimenting with animal and human populations. Model systems used to evaluate functional relations between different types of cells, structures, areas of the brain, and populations will be emphasized. A research paper is required. Prerequisite: Graduate Student Status.

**NSM 707 - Developmental Neuroscience (3) (GNA)**

3 hours. The development of biological systems with particular attention to the development of the nervous system in organisms ranging from drosophila through vertebrates. Pattern formation and mechanistic solutions for particular neuronal functions from an evolutionary perspective. Phenotypic variation and evolutionary adaptability expressed on cellular and molecular levels. A research paper is required. Prerequisite: Graduate Student Status.

**NSM 708 - Behavioral Genetics (3) (GNA)**

3 hours. The heritability of complex psychological traits with attention to DNA structure, gene expression, Mendelian and non-Mendelian modes of inheritance, and the contribution of genetic endowment to traits such as mental retardation and other cognitive and developmental disabilities. Attention to issues such as genetic determinism, genetic risk, and nature versus nurture. Prerequisite: Graduate Student Status.

**NSM 709 - Foundations of Cognitive Science (3) (GNA)**

3 hours. Experimental techniques, methodological paradigms, and prevailing theories concerning brain function and behavior. The study of perception, language, and memory and their association with underlying brain function, with attention to neural imaging techniques such as MRI, PET, SPECT, EEG, and MEG, which provide new approaches for investigating brain-behavior relationships. The neuralanatomical and neuralphysiological properties that underlie cognitive functions such as perception, imagery, language, memory, and attention. Research from classical cognitive psychology, neuropsychology (i.e., lesion studies), and functional brain imaging. Prerequisite: Graduate Student Status.

**NSM 710 - Learning (3) (GNA)**

3 hours. Theories of learning with representative studies and applied behavior analysis, with attention to learning impairments in individuals with mental retardation and developmental disabilities. Introduction to advanced behavioral preparations designed to assess learning, with special emphasis on learning impairments related to mental retardation and developmental disabilities. Basic processes and animal models of impairment related to developmental processes and analysis of current research paradigms in several areas. Prerequisite: Graduate Student Status.
NSM 711 - Neuroanatomy and Early Developmental Brain Disorders (3) (GLA)

3 hours. A description of central nervous system anatomy. The class will also offer a comprehensive overview of the biological bases of neurological diseases from early development to young adult age. The course will address biological basis of developmental diseases and their intellectual consequences. The course will include aspects of the clinical condition, diagnosis, treatment, underlying mechanism and, relevant basic and translational research.

Prerequisite: Graduate Student Status.

NSM 712 - Neurobiology of Adult Brain Disorders (3) (GLA)

3 hours; 3 credits. The biological basis of disease from the adult age to diseases associated with the aging process. It will complete the comprehensive overview of neurological and neuropsychiatric disease started in the prerequisite class. The course will address central, and peripheral neurodegeneration; immune and infectious diseases, and diseases of higher function and their intellectual consequences. It will also cover clinical condition, diagnosis, treatment, underlying mechanism, relevant basic and translational research, and key unanswered questions.

Prerequisite: Graduate Student Status.

NSM 798 - Master's Thesis I (1-3) (GNA)

Research and thesis-writing under the supervision of a mentor. Topics may be chosen from all areas included in the program with the approval of the mentor and program faculty.

Prerequisite: Graduate Student Status.

NSM 799 - Master's Thesis II (1-3) (GNA)

Research and thesis-writing under the supervision of a mentor. Topics may be chosen from all areas included in the program with the approval of the mentor and program faculty.

Prerequisite: Graduate Student Status.

PHT - Physical Therapy

PHT 701 - Clinical Anatomy (4)

3 lecture hours, 3 laboratory hours. This course is an in-depth study of the human body, with emphasis on the neuromuscular and musculoskeletal systems.

PHT 702 - Medical Terminology (1)

1 hour; Hybrid format. This programmed computerized self-study will provide students with the ability to analyze medical terms, define basic terms and abbreviations used in documenting health records, and identify common terms related to diagnosis, therapies, and diagnostic tests.

PHT 703 - Foundations of Patient Care (2)

1 lecture hour, 4 laboratory hours; 2 credits. This course serves as an introduction to the physical therapy profession and includes the history and scope of physical therapy practice.

PHT 704 - Introduction to Physical Therapy Practice & Ethics (2)

2 lecture hours; 2 credits. This course examines the multifaceted role of the physical therapist in the health care delivery system. This required course provides a foundation that is designed to provide the student with educational theory and methodology, written and oral communication skills, code of ethics, and evidence-based practice.

PHT 705 - Upper Extremity Kinesiology & Assessment (2)

1.5 lecture hours, 2.5 laboratory hours; 2 credits. This course is an introduction to the application of anatomy for human movement, providing a foundation that is designed to provide the student with biomechanics, manual muscle testing, and goniometry of the upper extremities.

PHT 706 - Psychosocial Aspects of Clinical Practice (2)

2 lecture hours. This course is designed to increase understanding of the profound psychological and social impact that illness and disability can have on people with chronic illness and traumatic injury, providing a foundation that is designed to provide the student with an understanding of illness and disability within the psychosocial context.

PHT 710 - PHT 710 Research Design (2)

2 lecture hours. Introduction to the scientific methods of inquiry used in research and their meaning in physical therapy practice. This required course provides a foundation that is designed to provide the student with the basic understanding of the scientific method and research design as it relates to rehabilitation. Computer application to statistics will be addressed. This required course provides a foundation that is designed to provide the student with the tool necessary to formulate a research proposal and prepare a proposal for Internal Review Board (IRM) review.

Prerequisite: PHT 701, PHT 702, PHT 703.

PHT 720 - Human Physiology and Exercise Physiology (4)

3 lecture hours, 1 laboratory hour; 4 credits. This course provides an overview of cellular structures and functions
that regulate the body homeostasis from the point of cell division and genetic control of protein synthesis. This required course provides a foundation that is designed to provide the student with the knowledge of the physiological response at the molecular, cellular, and subcellular levels, and effects of exercise on the human body.

Prerequisite: Prerequisites: PHT 701, PHT 702.

**PHT 730 - Structure and Function of the Nervous System (3)**

2 lecture hours, 1 laboratory hour; 3 credits. This course provides an overview of microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurological process, and structural and functional relationships. It will provide the student with information related to organization and relationship within the nervous system, and establishes a background for later understanding of different neurological disorders.

Prerequisite: Prerequisites: PHT 701, PHT 702.

**PHT 740 - PT Interventions and Preventions (4)**

3 lecture hours, 3 laboratory hours; 4 credits. Basic concepts of mobility and exercise for prevention and restoration of function. This required course provides a foundation that is designed to provide the student with competency in therapeutic exercises.

Prerequisite: Prerequisites: PHT 701, PHT 702.

**PHT 750 - Physical Modalities - Clinical Decision Making and Application (3)**

2 lecture hour, 3 laboratory hours; 3 credits. Principles and practical application of thermal, mechanical, electromagnetic, and other energies in physical therapy are presented. This required course provides a foundation that is designed to provide the student with competency in the area of therapeutic modalities.

Prerequisite: Prerequisites: PHT 701, PHT 702.

**PHT 760 - Lower Extremity Kinesiology & Assessment (2)**

1.5 lecture hours, 2.5 laboratory hours; 2 credits. The structure and function of joints and muscles will be reviewed for the lower extremities and trunk. This required course provides a foundation that is designed to provide the student with competency in the area of joint motion, muscle function analysis, and performance of manual muscle testing and goniometry.

Prerequisite: Prerequisites: PHT 701, PHT 702.

**PHT 770 - Evidence-Based Research and Applied Statistics (1)**

3 lecture hours. This class provides students with the basic skills necessary to locate and assess Evidence Based Research. This includes review of the literature to the design of multiple variable research involved in the clinical physical therapy environment. This course provides students with the basic needs of Evidence Based practice involved in the clinical physical therapy practice. It also provides students with the basic tools of Applied Statistics used in Evidence Based Research.

Prerequisite: PHT 701, PHT 702.

**PHT 780 - Clinical Medicine for Physical Therapy (3)**

3 lecture hours. This course provides an overview of disease and injury with an emphasis on conditions encountered in physical therapy. This required course provides a foundation that is designed to provide the student with information related to etiology, development, clinical manifestations, and consequences of the disease in the area of clinical medicine.

Prerequisite: PHT 701, PHT 702.

**PHT 795 - Integumentary System: Assessment & Intervention (1)**

2 lecture hours; 1 credit. The course focuses on evaluation and management of individuals with integumentary dysfunction. This required course provides a foundation that is designed to provide the student with competency in the area of integumentary care.

Prerequisite: PHT 701, PHT 702.

**PHT 797 - Colloquium Elective (1)**

TBA hours; 1 credit. This elective will provide students with the opportunity to enroll in an intense clinically based course presented by an expert in physical therapy. This course will complement the required curriculum in an area of physical therapy practice. Prerequisites: PHT 701, PHT 702.

**PHT 800 - Introduction to Musculoskeletal Examination (1)**

1 lecture hour; 1 credit. The purpose of this course is to introduce the principles of examination of the patient with musculoskeletal pathologies. The principles of mobilization will be reviewed to include empirical and theoretical constructs. Students will observe faculty performing evaluations and basic mobilization techniques.

Prerequisite: Prerequisite: PHT 701.
PHT 801 - Pulmonary PT (2)

1 lecture hour, 2 laboratory hours; 2 credits. The course is designed to promote clinical reasoning skills in the examination, assessment, and intervention of patients with pulmonary dysfunctions. This required course provides a foundation for evaluation and intervention for patients with respiratory conditions.

Prerequisite: PHT 701, PHT 702.

PHT 802 - Clinical Education: Education Theories (2)

1 lecture hour, 1 laboratory hour. The course is designed to introduce the student to the principles and theories of educational strategies. This required course provides a foundation for clinical internship experiences.

Prerequisite: PHT 730, PHT 740, PHT 750, PHT 780.

PHT 803 - Differential Diagnosis & Intervention in Clinical Orthopedics (2)

1 lecture hour, 2 laboratory hours; 2 credits. The course is designed to promote clinical reasoning skills in the assessment and intervention of patients with orthopedic dysfunctions. This required course is one of a sequence of courses that provides an advanced component of the sequential curriculum that is designed to provide the student with competency in the treatment of patients' orthopedic dysfunctions.

Prerequisite: PHT 730, PHT 760.

PHT 804 - Introduction to Neurological PT (2)

2 lecture hours, 2 laboratory hours; 2 credits. Foundations, examination, and interventions for the treatment of disorders of the central nervous system. This required course is one of a sequence of courses that provides an advanced component of the sequential curriculum that is designed to provide the student with competency in the treatment of patients with CNS movement dysfunctions.

Prerequisite: PHT 730, PHT 760.

PHT 805 - Musculoskeletal Examinations and Interventions I (2)

1 lecture hour, 3 laboratory hours. Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common lower-extremity orthopedic diagnoses. This required course is the 2nd in a series of 4 courses for musculoskeletal examination and intervention that is designed to provide the student to evaluate musculoskeletal disorders.

Prerequisite: PHT 800.

PHT 806 - Clinical Affiliation I (3)

6 weeks full-time (30-35 hours/week). This is the first of four clinical internship placements throughout the curriculum. Under the supervision of a licensed physical therapist, the student will integrate and apply coursework to provide quality care in the evaluation and treatment of patients with a variety of diagnoses. This course provides a foundation that is designed to provide the student with competent clinical skills.

Prerequisite: PHT 804, PHT 805.

PHT 807 - Proprioceptive Neuromuscular Facilitation (1)

3 lecture hours, 2 laboratory hours; 1 credit. The historical and theoretical framework of Proprioceptive Neuromuscular Facilitation (PNF) will serve as the foundation for learning these special exercise techniques. This required course is one in a sequence of courses that provides an advanced component in the area of therapeutic exercises.

Prerequisite: PHT 806.

PHT 808 - Differential Diagnosis in Neurological Evaluation (1)

1 lecture hour, 2 laboratory hours; 1 credit. A system of testing peripheral, central, and autonomic nervous system function will be presented with an emphasis on specificity and sensitivity of the tests. This required course provides the student with the competency in the area of testing individuals with peripheral and/or central nervous dysfunctions.

Prerequisite: PHT 730.

PHT 809 - Thesis I (1)

3 hours; 1 credit. Under the supervision of their Principle Investigator students will begin their research capstone project and write their thesis. This might include development of the Evidence Based Research, obtaining IRB approval progressing towards data collection based on their Principle Investigator direction.

Prerequisite: PHT 770.

PHT 810 - Neurological Interventions I (3)

2 lecture hours, 3 laboratory hours; 3 credits. This course includes a description of the principles of rehabilitation, etiology of spinal cord injury and traumatic brain injury, anatomical and physiological considerations, and understanding of special problems faced by adults with physical disabilities, evaluation and treatment techniques, an understanding of adapted equipment and wheelchairs, evaluation of the home environment, and appropriate
modifications. This required course provides a foundation that is designed to provide the student with the ability to perform examination, evaluation, and intervention for patients with spinal cord injuries and traumatic brain injuries.

Prerequisite: PHT 808.

**PHT 811 - Cardiac Rehabilitation (2)**

1 lecture hour, 2 laboratory hours; 2 credits. The physical therapy management of individuals with cardiovascular dysfunction is covered in this course. Physical therapy evaluations and treatment approaches for cardiac patients. This required course provides continuation of the sequence of evaluation and intervention for patients with cardiorespiratory conditions.

Prerequisite: PHT 710, PHT 720.

**PHT 820 - Radiology and Imaging (3)**

3 lecture hours; 3 credits. Introduction to radiology and imaging of selected orthopedic, rheumatologic diseases and their clinical consequences. This course will equip the student with the tools to recognize the need for diagnostic assessment and be prepared to integrate the radiologist's findings into the evaluation process.

Prerequisite: PHT 808, PHT 809.

**PHT 830 - Orthotics & Prosthetics (2)**

2 lecture hours; 2 credits. This course is designed to orient the student to the role and responsibilities of the physical therapist in the field of prosthetics and orthotics. This required course is designed to provide the student with competency in the postoperative management of the amputee and prosthetic and orthotic application in individuals requiring rehabilitation.

Prerequisite: PHT 806, PHT 808.

**PHT 840 - Differential Diagnosis & Intervention in Clinical Neurology (3)**

3 lecture hours; 3 credits. This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems. This required course provides a foundation that is designed to provide the student with the competency to evaluate and treat neurological impairments.

Prerequisite: PHT 806, PHT 807, PHT 808.

**PHT 850 - Musculoskeletal Examinations and Interventions II (3)**

2 lecture hours, 3 laboratory hours. Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common upper-extremity orthopedic diagnoses. This course is the 3rd in a series of 4 courses for musculoskeletal examination and intervention.

Prerequisite: PHT 805.

**PHT 860 - Clinical Research and Health Informatics (1)**

3 lecture hours. Students will evaluate and utilize evidence-based practice in the context of determining optimal clinical practice. Through lectures and research essays students will evaluate and comment on clinical research articles. Further, students will develop logical reasoning concerning the development of clinical research questions and develop critical thinking on evidence of clinical interventions. Last, students will learn how to develop a clinical Evidence Based Research with reliable and validated measurements of the outcomes.

Prerequisite: PHT 809.

**PHT 861 - Directed Research III (1)**

3 hours; 1 credit. Students will complete a research project and prepare for a publishable manuscript following protocol in the Guide for Authors. Progress toward completion of a publishable research project. This required course provides a foundation that is designed to provide the student with the ability to complete a research project and prepare a publishable research manuscript.

Prerequisite: PHT 809.

**PHT 870 - Health Promotion (2)**

2 lecture hours; 2 credits. This course defines the role of physical therapy in health prevention, promotion, and wellness. This required course provides competency in the area of health promotions and wellness.

Prerequisite: PHT 806.

**PHT 872 - Topics In Physical Therapy (1)**

3 lecture hours; 1 credit. This required course will contain content as determined by the physical therapy faculty to enable the students to receive expanded content on one or more areas of physical therapy evidenced based practice. The topic(s) can vary as determined appropriate by the faculty and of specific interest to students. A student may repeat this course as an elective. Clinical Biomechanics and other topics may be covered as determined appropriate by faculty and interests of the student.

Prerequisite: PHT 870.

**PHT 880 - Abnormal Pediatric Development and Assessment (2)**

1 lecture hour, 2 laboratory hours; 2 credits. Foundations, assessment procedures, and application of the classical therapeutic exercise with a neurophysiological basis for the treatment of pediatric disorders of the central nervous
system (CNS). This required course is one in a sequence of courses designed to provide students with competency in the area of treating clients with CNS movement dysfunctions.

Prerequisite: PHT 810.

**PHT 881 - Seminar on Organization and Management (3)**

3 lecture hours; 3 credits. This course is designed to provide information and develop skills to manage an organized physical therapy service. This required course provides a foundation that is designed to provide the student with the skills and knowledge necessary to manage a physical therapy service.

Prerequisite: PHT 810, PHT 860, PHT 870.

**PHT 882 - Pediatric Development (2)**

1 lecture hour, 2 laboratory hours; 2 credits. Through lectures, laboratory experiences, discussions, videos, and assigned readings, the student will be able to examine and understand normal and abnormal human development, and theory and practice of physical therapy intervention in developmental disabilities. This required course provides a foundation that is designed to provide the student with the competency and skills to evaluate and treat an infant or child with motor dysfunction.

Prerequisite: PHT 810.

**PHT 883 - Pharmacology and Systems Review (3)**

3 lecture hours; 3 credits. This course provides an overview of previously covered physiology and pathophysiology of different body systems and provides a rationale for the use of drugs and other available treatment in different diseases. This required course provides a foundation that is designed to provide the student with competency in the area of pharmacology.

Prerequisite: PHT 810, PHT 850.

**PHT 884 - Musculoskeletal Examinations and Interventions III (3)**

2 lecture hours, 3 laboratory hours; 3 credits. Advanced management of the spine, including selective tissue testing techniques. This required course is the 4th in a series of 4 courses for musculoskeletal examination and intervention.

Prerequisite: PHT 850.

**PHT 885 - Electroneuromyography and Motion Analysis (2)**

1 lecture hour, 1 laboratory hour; 2 credits. This course provides the student with the physiological basis and techniques of the electrodiagnostic evaluation of the neuromuscular system through the use of nerve conduction studies and needle electromyography. This required course is one in the sequence of required courses that provides an advanced component of the sequential curriculum to provide the student with competency in neurological evaluations.

Prerequisite: PHT 810, PHT 840.

**PHT 886 - Clinical Affiliation II (4.5)**

9 weeks (30-35 hours/week); 4.5 credits. A nine-week affiliation at a facility that will serve to further refine and enhance student's skills while building on past clinical experiences. This required course provides a foundation that is designed to provide the student with competent clinical skills.

Prerequisite: PHT 880, PHT 882.

**PHT 887 - Clinical Decision Making (1)**

1 lecture hour. This seminar will bring students together to integrate clinical decision making through case studies, case scenarios, administrative issues, and the resolution of conflict within the workplace. This required course provides a foundation for the student to resolve conflict, and plan effective critical decisions in the clinic and administrative environments.

Prerequisite: PHT 884.

**PHT 888 - Thesis II (1)**

3 hours; 1 credit. Under the supervision of their Principle Investigator students will continue their capstone research project and write their thesis.

Prerequisite: PHT 809.

**PHT 889 - Clinical Affiliation III (5)**

10 weeks affiliation (30-35 hours/week); 5 credits. This is the third of four clinical internship placements throughout the curriculum. This course provides a foundation that is designed to provide the student with competent clinical skills.

Prerequisite: PHT 860.

**PHT 890 - Clinical Affiliation IV (4.5)**

9 weeks (30-35 hours/week); 4.5 credits. This is the fourth of four clinical internship placements throughout the curriculum. This course provides a foundation that is designed to provide the student with competent clinical skills.

Prerequisite: PHT 889.

**PHT 900 - Thesis III (1)**

3 lecture hours; 1 credit. Under the supervision of their Principle Investigator students will complete their capstone research project and write their thesis.
Prerequisite: PHT 888.

**PHT 901 - Acute Care Physical Therapy (1)**

2 laboratory hours. Designed to prepare the student for Physical Therapist practice in the acute care setting via integration of previous didactic coursework. Emphasis is placed on the medical conditions encountered, clinical decision making in regard to mobilization of the acute care patient, the management of lines and tubes encountered in the acute hospital and understanding the role of the Physical Therapist in triage of the patient for discharge planning. The pedagogic approach of the course will include didactic lecture, case study, and laboratory skills, with an emphasis on problem-oriented learning in an effort to encourage active student participation and clinical decision making.

Prerequisite: PHT 801, PHT 810, PHT 811, PHT 840.

**POL - Political Science**

**POL 636 - The Judicial Process (3) (GLA)**

3 hours; 3 credits. A study of the powers and weaknesses of, and the checks upon, the court systems in the United States. Special attention will be given to the role of the Supreme Court and its functions in dealing with government regulation of business and in protecting minorities.

**POL 643 - The Russian Revolution (3) (GLA)**

3 hours; 3 credits. A review of the Russian pre-revolutionary socialist tradition with special emphasis on the Leninist theory and the Bolshevik practice. Russia at war and the disintegration of the Czarist empire. The Russian Revolution, the Bolshevik takeover, and the civil war struggle. Soviet government and politics under Lenin.

**POL 735 - United States Government and Politics (4) (GNA)**

4 hours; 4 credits. A study of the structure and operations of the United States political system, the process of its evolution, the philosophical principles and theories on which it rests, and the social pressures and forces operating on it.

**POL 737 - United States Constitution (4) (GLA)**

4 hours; 4 credits. The structures of government established by the United States Constitution and the system of limited government, which is a consequence of a written constitution. The course will make extensive use of Supreme Court cases to examine branches of the national government, their relationship to each other, and the extent and limits of their powers under the Constitution, and will explore by case analysis the system of federalism established by the Constitution.

**POL 741 - European Government and Society (4) (GNA)**

4 hours; 4 credits. A study of the structure and operation of major European political systems, their evolution and governing principles; the social and economic contexts in which they operate; present-day domestic problems confronting them, including immigration and demographic changes; and such external forces as the European Union and globalization.

**PSY - Psychology**

**PSY 701 - Foundations of Mental Health Counseling (3) (GNA)**

3 hours; 3 credits. This course is an introductory course for the psychology department's Master's program in Mental Health Counseling. In addition to providing a professional orientation, it introduces a wide range of practice approaches and issues that will be explored in greater depth in individual program courses. This course introduces students to essential counseling and the building of the therapeutic alliance (e.g., therapeutic listening skills, empathy training, basic interviewing and mental status assessment). The importance of professional, ethical and multicultural concerns will be stressed. Prerequisite: Acceptance into the Master's Degree Program in Mental Health Counseling.

**PSY 702 - Psychopathology (3) (GNA)**

3 hours; 3 credits. This course is aimed at providing an advanced comprehensive overview of psychopathology from an historical and current scientific perspective. Specifically, we will focus on conceptualization issues, systems of classification/diagnosis, research design/methods, core characteristics, clinical symptomatology and etiology of adult (and to a lesser extent child/adolescent) psychopathology. An integrative approach that considers the complex interactions among biological, psychological, behavioral, cognitive, social, environmental, cultural and interpersonal factors across the lifespan that influence major psychological disorders will be applied. We will examine various theoretical models, discuss clinical cases, and review treatment strategies. Throughout this course, we will refer to research findings that inform our understanding of a variety of issues in the field of psychopathology. Prerequisite: Acceptance into the Master's Degree Program in Mental Health Counseling.

**PSY 703 - Developmental/Lifespan Psychology (3) (GNA)**

3 hours; 3 credits. This course is aimed at providing a comprehensive overview of the major theories of human growth and development across the life span. Topics include perceptual, cognitive, social, and emotional
development. Developmental periods include infancy, childhood, adolescence, and adulthood with an emphasis on early development. Students will also be introduced to some conceptual models of developmental psychopathology, major risk and protective factors, and the role of race/ethnicity/culture in developmental pathways. Required readings are selected from 1) a text on theories of development and 2) classic and recent published papers in the field. This seminar heavily relies on student in-class participation such as presentation of reaction papers and final term paper, and active discussion. Prerequisite: Acceptance into the Master's Degree Program in Mental Health Counseling.

**PSY 710 - Assessment in Counseling (3) (GNA)**

3 hours; 3 credits. This course provides the student with "hands-on" practical training in the process of clinical assessment in the mental health profession. It will include an introduction to clinical assessment as a foundation for the actual practice of assessment in a mental health setting. The focus will be on the use of assessment techniques such as interviewing and diagnosis. The format will include lectures, demonstrations, experience administering assessment instruments, class discussion, and student presentations. This course is not a substitute for the supervised clinical experience required to establish competence in the independent use of clinical assessment techniques. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program.

**PSY 711 - Ethics/Child Abuse for Counselors (3) (GNA)**

3 hours; 3 credits. This course will focus on the process of ethical decision making in the context of counseling practice and mental health. In addition, legal issues and didactic information and readings in professional ethics will be emphasized. Every day dilemmas faced by clinical as well as potential ethical and legal problems will be discussed. This curriculum was developed based on guidelines outlined by the State of New York and the American Counseling Association. There will be particular emphasis on mandated reporter training, in terms of the identification and reporting of child abuse and maltreatment/neglect. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program.

**PSY 712 - Social/Cultural Foundations of Counseling (3) (GNA)**

3 hours; 3 credits. This course is intended to introduce multicultural counseling competencies and basic diversity issues in counseling. Competencies include counselor attitudes and beliefs, knowledge, and skills as they apply to the following areas: an awareness of one's own cultural values and biases, an awareness of client's worldview, and an awareness of culturally appropriate intervention strategies. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program.

**PSY 721 - Cognitive/Behavioral and Behavioral Approaches to Counseling (3) (GNA)**

3 hours; 3 credits. The course will be divided into two parts. The first will consist primarily of lectures, discussions, experiential exercises, and class demonstrations. The second will consist of student presentations and class discussions. Student involvement is an important component of the course, both informally (class discussions, demonstrations) and formally (presentations, behavior change experiment). Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701.

**PSY 722 - Theories of Psychodynamic, Humanistic/Existential and Experiential Approaches to Counseling (3) (GNA)**

3 hours; 3 credits. This course will give you an opportunity to develop a working knowledge of psychodynamics and humanistic theory, practice and research. The course follows the development of psychoanalytical thinking since Freud focusing upon recent attachment theory, interpersonal and relational psychodynamics models and brief therapy adaptations of psychodynamics approaches. The humanistic/phenomenological approach associated with Carl Rogers and the existential approach associated with Rollo May and Irvin Yalom will be covered as well as process experiential psychotherapy. Prerequisites: Acceptance into the Master's in Mental Health Counseling Program and PSY 701.

**PSY 723 - Advanced Multicultural Counseling (3) (GNA)**

3 hours; 3 credits. This course is designed to advance student understanding and valuing of diversity so they can become multiculturally competent counselors. Specifically, the course will explore "Other" cultural groups, examine influences from "Other" world views and consider counseling strategies that address the others perspective. Through in-class exercises, videos, discussions and mock interventions students will gain increased knowledge and confidence in making thoughtful and sensitive counseling interventions. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 712.

**PSY 724 - Immigrant/Family Counseling (3) (GNA)**

3 hours; 3 credits. This course presents the range of issues counselors encounter when working with immigrant or refugee clients. Initially, Euro-American cultural norms will be examined to create a greater sensitivity to unexamined biases. Models of cultural dimensions and
world views, such as individualism/collectivism and authority relations, will be described and discussed. Differences and similarities between immigrants, "illegal" immigrants and refugees will be identified; attending to their psychological developmental processes. The effects of acculturation on individuals, couples and families will also be studied in the context of the multigenerational transmission of narrative. Woven throughout this analysis will be themes of multiple identities-specifically the way in which constructs of cultural contribute to one's identity as an immigrant or refugee. An integral component of the course will be the application of theory through case studies and role plays in class. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program.

**PSY 725 - Group Theory and Practice (3) (GNA)**

3 hours; 3 credits. This course overviews various group theories and basic aspects of group therapy. The group itself will function as a laboratory for students to experience interpersonal learning, counselor/leader facilitating techniques, the development and role of group cohesiveness, and the stages of group development. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701.

**PSY 726 - Advanced Cognitive Behavioral Approaches to Counseling (3) (RLA)**

3 hours; 3 credits. This course focuses on CBT case conceptualization and treatment skills to treat anxiety and personality disorders. In addition, depending on the instructor's specialty, the instructor may teach skills to treat another specific client population (e.g. schizophrenia). Counseling skills taught in this class include collaborative case conceptualization, establishing mutually agreed on treatment goals, structuring and pacing therapy sessions, and addressing issues that arise in the therapist-client relationship. Students will also learn specific interventions for treating anxiety disorders including behavioral experiments, imagery, experiential work, and exposure. Techniques for identifying and reframing automatic thoughts, silent assumptions, and working with more deeply embedded core beliefs or schema for personality disorders will be addressed. Multi-cultural perspectives will be considered. Prerequisite: Acceptance into the Master's Degree Program in Mental Health Counseling and PSY 721.

**PSY 731 - Research and Program Evaluation Methods in Mental Health Counseling (3) (GNA)**

3 hours; 3 credits. This course is designed to be a graduate-level introduction to the scope and methods of applied research for the public sector. The focus is on the research aimed at addressing practical problems facing mental health organizations and policymakers. This course stresses problem structuring through observation and other methods of data collection, and analyzing results using both qualitative and quantitative methods. This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic strategies, basic research designs, and program evaluation. It provides reading, research and evaluation reports and hands on tasks for students to carry out in class groups. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 710.

**PSY 732 - Assessment and Counseling Strategies with Couples and Families (3) (GNA)**

3 hours; 3 credits. This skills course surveys current approaches to couples and family counseling with an emphasis on a systematic conceptual model of family functioning, and therapeutic intervention. It is designed to foster the ability of students to implement specific strategies from a variety of family systems theories that will be relevant to the presenting clinical issues. Class lectures, readings and topical presentations are all an integral part of this course. General systems theory will be covered. Major family therapy approaches, family and couple assessment, and some special topics that counselors will be very likely to encounter in their internship settings such as assessment and management of domestic violence, marital/family therapy of alcohol and drug abuse, single parent families, and child and adolescent challenges to families. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701 and PSY 702 and PSY 710.

**PSY 739 - Clinical Instruction (3) (GNA)**

3 hours; 3 credits. Students will be expected to develop more advanced skills in all areas of applied treatment. The focus will be on recent models of clinical case conceptualization using a variety of theoretical orientations and translating them into effective treatment strategies. Video and audio tapes of clinical interviews, case studies and role plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions which address those difficulties. Topics include case conceptualization theories, treatment planning, empirically supported treatments, searching and writing case focused literature reviews, single case research methodology, writing case studies and treatment reports. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and permission of the Program Director.

**PSY 740 - Mental Health Counseling Practicum (3) (GNA)**

3 hours; 3 credits. This course will focus on the integration of theoretical concepts with actual counseling techniques. Students will work in a program-approved field placement for a total of at least 100 hours, of which 40 hours are
accounted for by direct contact with clients in activities aimed at the development of mental health counseling skills. An approved site supervisor will administer one hour per week of individual or triadic supervision. In addition, students will participate in an average of 1 1/2 hours per week of group supervision by a faculty member. Students must obtain student liability insurance prior to fieldwork. Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and permission of the Program Director.

**PSY 741 - Alcohol and Substance Abuse Counseling (3)**

3 hours; 3 credits. This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both family counseling approaches. Prerequisites: Acceptance into the Master's in Mental Health Counseling Program and PSY 701.

**PSY 744 - Counseling and Grief and Loss (3)**

3 hours; 3 credits. This course will address the relevant knowledge and skill base needed to provide counseling intervention to individuals and families coping with a range of loss experiences (normative and non-normative life transitions, divorce, physical health changes, foster placement, etc.), and death, dying, and bereavement experiences. Students and presumed to have a knowledge base in life span development, various models of personality and human behavior theory, and cultural diversity. Students will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The assessment of complicated grief reactions and counseling roles and takes in facilitating the grief process will also be presented. Prerequisites: Acceptance into the Master's in Mental Health Counseling Program and PSY 701, PSY 702, PSY 703, PSY 710.

**PSY 745 - Career Development (3)**

3 hours; 3 credits. This course is an introduction to the theories and implementation of the career choice process. Emphasis is placed on the nature and use of educational-occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course included lab experiences consisting of administering, scoring, and interpreting career inventories. Students also learn about computer assisted career development. Prerequisites: Acceptance into the Master's in Mental Health Counseling Program and PSY 701, PSY 710.

**PSY 781 - Mental Health Counseling Internship I (3)**

3 hours; 3 credits. As part of this course students will be placed in a program-approved hospital, clinic or community-based mental health fieldwork setting 200 clock hours, including at least 80 hours of direct contact with actual contacts. This course, in conjunction with PSY 782 and PSY 783, accounts for the sum of 600 clock hours needed of program fieldwork necessary for licensure as a Mental Health Counselor in New York, of which 240 consists of client-contact hours. Appropriate student liability insurance must be obtained, and field placement contracts must be signed before beginning the placement. Students are expected to gain familiarity and to act in accordance with the ACA Code of Ethics at all times. Prerequisites: Acceptance into the Master's in Mental Health Counseling Program and PSY 740.

**PSY 782 - Mental Health Counseling Internship II (3)**

3 hours; 3 credits. As part of this course students will be placed in a program-approved hospital, clinic or community-based mental health fieldwork setting 200 clock hours, including at least 80 hours of direct contact with actual contacts. This course, in conjunction with PSY 781 and PSY 783, accounts for the sum of 600 clock hours needed of program fieldwork necessary for licensure as a Mental Health Counselor in New York, of which 240 consists of client-contact hours. Appropriate student liability insurance must be obtained, and field placement contracts must be signed before beginning the placement. Students are expected to gain familiarity and to act in accordance with the ACA Code of Ethics at all times. Prerequisites: Acceptance into the Master's in Mental Health Counseling Program and PSY 781 and permission of the Program Director.

**PSY 783 - Mental Health Counseling Internship III (3)**

3 hours; 3 credits. As part of this course students will be placed in a program-approved hospital, clinic or community-based mental health fieldwork setting 200 clock hours, including at least 80 hours of direct contact with actual contacts. This course, in conjunction with PSY 781 and PSY 782 accounts for the sum of 600 clock hours needed of program fieldwork necessary for licensure as a Mental Health Counselor in New York, of which 240 consists of client-contact hours. Appropriate student liability insurance must be obtained, and field placement contracts must be signed before beginning the placement. Students are expected to gain familiarity and to act in accordance with the ACA Code of Ethics at all times. Prerequisites: Acceptance into the Master's in Mental Health Counseling Program and PSY 782 and permission of the Program Director.
SCI - Science

SCI 602 - Philosophy of Science (4) (GLA)

SCI 605 - Science and Educational Policy in the United States for Secondary Science Teachers (4) (GNA)
4 hours; 4 credits. Scientific activity from the beginning of the republic to the present day will be surveyed, with special concern devoted to the major shifts in science and education policy since the depression, and the economic, social, and political forces that influenced public support for scientific research and education during the post-war period. Also, current issues affecting many levels of society and the way the public views science will be discussed. Original scientific papers and various other materials surveying the leading developments over the last half a century will be utilized. Prerequisite: Bachelor's degree with a major in a biological or physical science or permission of the instructor.

SWK - Social Work

SWK 600 - MSW Research I (3) (GLA)
3 hours; 3 credits. First in a two course sequence. This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis in the course is on equipping students with the research knowledge and skills needed to engage in the evidence based practice process at all levels of social work practice. As part of that process, students learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research. Prerequisite: Admission to MSW program

SWK 601 - Readiness for Field (1) (GNA)
1 hour; 1 credit. Readiness for the MSW Field Practicum. This required course will introduce students to the expectations for practice in the Foundation Year Field Practicum. It will include a self-assessment of strengths and areas for improvement, a brief overview of social work ethics and confidentiality, the development of the professional self, an overview of psychosocial assessment, an introduction to empathic response, and the use of basic assessment tools such as a genogram. Corequisite: SWK 655 and SWK 654

SWK 602 - MSW Research II (3) (GLA)
3 hours; 3 credits. Second in a two course sequence. This course deals with evaluating and applying standard social science methods to a student-designed research project. Qualitative and quantitative data collection and analysis methods are explored. Descriptive and inferential statistics are presented. The course covers data collection, data preparation and computer assisted analysis. It reviews the basic skills required to evaluate and write research reports including graphic and statistical analysis and presentation. This course fosters an appreciation for diversity and fosters an awareness and sensitivity for social work practice research with diverse groups based on multiple dimensions including race, ethnicity, gender, sexual orientation, and disability. Prerequisite: SWK 600

SWK 605 - MSW Social Work Ethics and Diversity (3) (GLA)
3 hours. Provides a conceptual framework to students for addressing the moral quality of societal arrangements and the values and ethical principles that guide social policies and practices that deal with ethical obligations of society. This course examines complex issues related to disparities within marginalized, disadvantaged, and oppressed (MDO) people groups including the intersectionality of multiple factors that may include, but are not limited to, race and ethnicity, age, class, color, culture, physical, mental and emotional disability and ability, gender, gender expression, immigration status, marital status, political ideology, religion/spirituality, sex, sexualities, socioeconomic status, as well as implicit and explicit biases. Students will learn the extent to which cultural values, social, economic, political, and cultural exclusion have oppressed, marginalized, alienated, or created privilege and power for select populations expressed historically through personal, institutional and societal attitudes, language and behaviors, established practices, policies, procedures, customs, and laws. Systems level issues will address disparities and historical trauma experienced by MDO populations. Students develop social work knowledge and ethics by gaining self-awareness and self-regulation that will serve to manage the influence of personal biases and values in
working with MDO clients and other constituencies. A comprehensive understanding of disparities will also serve to enhance cultural competence in working with MDO populations, and promote social justice by using strategies designed to remove structural barriers.

Prerequisite: Admission into the MSW program.

SWK 611 - MSW HBSE I: The Sociocultural Construction of the Human Experience (3) (GLA)

3 hours; 3 credits. First of a two course sequence. Introduction to the sociocultural concepts that define the context of human experience. This course will explore the areas of culture, social structures, inter-group relationships and identity, concepts of ethnicity, race, class, gender, sexual orientation, religion, age, and disability. Students will learn how these variables impact the lives of groups, communities, families and individuals. The implications of a sociocultural construction of the human experience for social work practice will be explored. This course will examine the uses and misuses of power in constructing social identities and social meanings as well as personal and group experiences. It will explore how social identity and position affect access to services and resources. Prerequisite: Admission to the MSW Program

SWK 612 - MSW HBSE II: Culture and Development Across the Life Course (3) (GLA)

3 hours; 3 credits. Second course in a two course sequence. This course explores similarities and differences in development across cultures. Emphasis will be placed on developing an understanding of the interaction between the biological/maturational aspects of development and the way cultural values, ideals and practices shape, and give meaning to, development. The course will use a history of ideas approach to explore the continuing debate on the intersection between universalist and cultural pluralist approaches to understanding development, and the relevance to social work practice. Students will use a global perspective to develop the ability to use paradigm development and critical thinking skills in their practice with clients. Prerequisite: SWK 611

SWK 630 - Topics in Intimate Partner Violence (3) (GLA)

3 hours; 3 credits. Addresses intimate partner violence (IPV) which continues to be a persistent social problem, tragically affecting large segments of our population. As social workers and other human services workers may encounter families experiences IPV in a variety of settings, the focus of this course will be on models of service delivery to address the impact of IPV across the lifespan including children exposed to IPV, dating violence, and older women. Because women are disproportionately affected by IPV, there will be an emphasis on the special needs of this population. The course will provide an overview of conceptual models of violence, consider risk factors and trauma affects of victimization, and discuss interventions from various societal institutions including social services, criminal justice, health and mental health, and education. Theories for abusive behavior including socio-cultural theories, psychological theories, and ecological frameworks will be reviewed. The intersectionality of culture, ethnicity, place, age, (dis)ability, sexual orientation, immigration status as well as global issues will be also addressed.

SWK 651 - MSW SW Practice I: Intro to Integrative SW Practice with Individuals and Families (3) (GNA)

3 hours; 3 credits. First of three foundation social work practice courses. This course emphasizes individual and family practice through integration of theory, methods, values and skills as they apply to practice with diverse individuals and families. The student will develop skills of practice: engagement, assessment, intervention, prevention and evaluation within a framework of collaboration with related disciplines of practice. Included will be an examination of theories within the bio-psycho-social paradigm and interdisciplinary issues from strengths, systems and ecological perspectives related to the delivery of social work services for populations at risk; exploration and data gathering for understanding differential assessment for differential understanding, intervention and evaluation. The focus is on collaboration, the interdisciplinary role of social work, and practice perspectives to address social and economic issues to empower individuals and families.

SWK 654 - MSW Integrative Seminar (1) (GLA)

1 hours; 1 credit. First of two foundation integrative seminar courses. This course is designed to support the educational focus of students' agency-based practicum. The sessions assist students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, 39 and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. by exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings. The field Seminar must be taken concurrently with the Internship. Prerequisite: Admission to the MSW program. Corequisite: SWK 650 and SWK 655
SWK 655 - MSW Internship I (2) (GLA)

2 hours; 2 credits. First of two foundation social work internship/practicum courses. Students are placed in a social work setting for 16 hours per week for a total of 480 hours for the academic year across SWK 655 and SWK 675. Students will work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student’s faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar. Prerequisite: Admission to the MSW Program. Corequisite: SWK 654.

SWK 660 - MSW Social Work Practice II: Practice with Groups I (3) (GLA)

3 hours; 3 credits. The second of three foundation courses in social work practice that provide an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this second course emphasizes the development of group work skills and analyses, focusing on the use of self, communication techniques, and the problem-solving process in groups varying from those intended to provide supportive counsel to those designed to meet social action goals. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity and other differences among those served. Prerequisite: SWK 650. Corequisite: SWK 674 and SWK 675

SWK 665 - MSW Social Work Practice III; Macro-Practice I (3) (GLA)

3 hours; 3 credits. Third of three foundation courses in social work practice. The social work practice sequence provides an introduction to the basic theory and methods of generalist social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this third course emphasizes practice with organizations, neighborhoods and communities. Change strategies such as social action, legislative policy, citizen participation, advocacy and service development are explored. All case material is studies within the context of the values of the social work profession and the recognition of the importance of cultural diversity. Prerequisite: SWK 650. Corequisite: SWK 754 and SWK 764

SWK 670 - MSW Social Welfare Policy (3) (GLA)

3 hours; 3 credits. Introduces students to the evolution of social welfare beginning with early human societies through to current day social welfare systems in the United States and globally. The course examines issues surrounding the development, implementation and evaluation of social welfare policies. Students are introduced to a framework for policy analysis and advocacy. The course is designed to help social workers learn to work effectively within the social welfare system and fulfill their ethical obligation to promote social and economic justice. Prerequisite: Admission to MSW program

SWK 674 - MSW Integrative Seminar II (1) (GLA)

1 hour; 1 credit. Second of two course foundation integrative seminar courses. This course is designed to support the educational focus of students’ agency-based practicum. The seminar meets weekly over the course of the first year foundation practicum placement. The course assists students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings. The Field Seminar must be taken concurrently with the Internship. Prerequisite: B or better in SWK 654. Corequisite: SWK 660 and SWK 675.

SWK 675 - MSW Internship II (2) (GLA)

2 hours; 2 credits. Second of two foundation social work internship/practicum courses. Students will be placed in a social work setting for 16 hours per week for a total of 480 hours for the academic year across SWK 655 and SWK 675. Students will work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student’s faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar. Prerequisite: SWK 655. Corequisites: SWK 660 and SWK 674.

SWK 680 - Immigration and Social Work Practice (3) (GLA)

3 hours; 3 credits. Explores the global dimensions of refugee and immigrant status. This course will increase students’ awareness of working with immigrants and refugees by exploring the knowledge that social workers must have to work effectively with newcomer populations of Staten Island. Students will gain working knowledge of various experiences people may have prior to arrival in the
United States, as well as cultural adjustment, culture shock, post-traumatic stress and war and refugee trauma. Advanced social work students of the 21st Century to utilize a global, multicultural lens when working with consumers in the macro, mezzo and micro domains. Newcomers to the U.S. need social workers with specific expertise to serve the communities in which they reside. The course will help develop that expertise.

**SWK 682 - Social Work and Child Welfare (3) (GLA)**

3 hours; 3 credits. Introduces knowledge and skills needed for practice in the field of child welfare. The course content includes an overview of relevant historical, legal, theoretical, research material as well as policy issues related to the child welfare system at the state and national levels. Students will learn the importance of advocating for social justice within a bureaucratic system as well as various alternatives to traditional foster care that exist in the United States. Discussions of the influence of racism, poverty and the media on child welfare will be integrated throughout the course. Student learning will focus on prevention, reporting, and investigation of child abuse and neglect, family preservation, out-of-home care, adoption, and services for adolescents. Students will learn to evaluate the impact of policies and to propose change in ineffective policies and service organizations.

**SWK 684 - Drugs and Alcohol (3) (GLA)**

3 hours; 3 credits. Advance theory elective focused on integration and application of theory to social work practice in the area of alcohol and drugs. This course focuses on the social reality of drug use, and drug users, within contemporary society and includes an historical analysis of the social construction of drug use, drug users, misuse, and the theories of addiction. The course examines the complex relationships among individual and group behavior, and social structure. Students analyze social learning, labeling, power, and inequality. Special attention is given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on "doing something about drugs."

**SWK 686 - Human Sexuality and Helping Professionals (3) (GLA)**

3 hours; 3 credits. An examination of human sexuality from historical and diverse perspectives to increase the helping professional's ability to respond effectively to human sexuality issues. To accomplish this, the student will be helped toward understanding and becoming comfortable with her or his own sexuality and sexual behavior. This course will be taught with an emphasis on the ways that laws, policies, culture, and mores work to control, constrain and influence human sexuality. Topics covered in the course include: anatomy and reproduction; sexual development; sexual behavior, sexual orientation; gender identity and expression, sexual victimization; sex work; sexual rights as human rights; forced and/or early marriage of girls; bodily integrity; family planning; HIV and STIs; stigmatized sexualities; and sexual pleasure. Prerequisite: Admission to the MSW Program

**SWK 700 - Bridge to Concentration Year for Advanced Standing Students (3) (GNA)**

3 hours; 3 credits. Promotes a smooth transition from generalist baccalaureate social work programs to the College of Staten Island advanced curriculum in disability studies. The knowledge, skills and values learned at the undergraduate level will be reviewed and supplemented, to prepare Advanced Standing students to begin the concentration year in either direct or indirect practice at CSI. Prerequisite: Admission to Advanced Standing MSW Program

**SWK 702 - The Range of the Human Condition in Social Work Practice (3) (GNA)**

3 hours; 3 credits. First of four advanced practice courses in the clinical track. This course will provide the student with the knowledge of the major issues in diagnosis of people with disabilities across the lifespan. The focus will include a broad range of human physical, psychological and neurodiversity within CSI’s framework of disability studies and social constructionism. The DSM-5 is used as an organizing framework for reviewing major mental disorders. The arrangement of this course follows the lifespan framework of the Manual. Discussion of the strengths and weaknesses of the DSM-5, the role of social workers in psychiatric diagnosis, the relationship of diagnosis to social work assessment and issues of ethical practice are a critical part of the course. The roles that social workers occupy within interdisciplinary practice will be covered. This class will utilize a case study modality of applying diagnostic categories to people with disabilities from a critical perspective. A grade of B or better is required in this course. Pre- or corequisite: SWK 651 or Admission to Advance Standing program

**SWK 704 - Assessment and Formulation in Social Work Practice with People with Disabilities (3) (GNA)**

3 Credits; 3 Hours. Second of four advanced practice courses in the clinical track of the Social Work Practice with People with Disabilities concentration. The course examines assessment and formulation from both the social constructionist and medical models across the life span using disability studies and strengths perspectives. Utilizing the DSM-5 and other diagnostic tools and classification schemes, students learn to formulate and apply assessment hypotheses and evaluate their utility for people with disabilities. Students apply the intersection of race, ethnicity, social class, age, gender, and other
sociocultural variables to the diagnostic process. The class will be taught utilizing case studies. A grade of B or better is required in this course. Pre- or corequisites: Completion of the foundation year of the MSW program or Advanced Standing status and SWK 702.

SWK 706 - Modalities of Practice with People with Disabilities (3) (GNA)

3 hours; 3 credits. Third of four advanced practice courses in the clinical track of the disability studies concentration. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. This is a clinical practice course focused on individuals, couples and families and requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, couples and families. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and interventions. It covers a wide range of interventions including, but not limited to cognitive behavioral therapies, crisis intervention/trauma therapies, narrative therapy, family therapy, solution focused/problem solving, Screening, Brief Intervention, and Referral to Treatment (SBIRT), and motivational interviewing. Critical perspectives and evaluation of the interventions are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines. The intersectionality of disability and other diversity factors will be explored. A grade of B or better is required in this course. Prerequisites: Advanced Standing or SWK 651. Corequisite: SWK 754 OR 755

SWK 710 - Social Work Macro Practice in Organizations (3)

3 hours. Advanced practice course that addresses and applies social work macro practice concepts within the context of social service agencies and legislation. The social construction model frames best practices for strategic planning, communication philosophy and practice, organizational governance, and networking and supervision, that also promote policies and programs for inclusion and full inclusion of people with individual differences. Prerequisite: Admission to MSW Program and SWK 665 and SWK 732.

SWK 712 - Social Work Macro Practice: Program Planning and Evaluation (3) (GNA)

3 hours. Equips the student with knowledge and skills necessary to develop, implement, and evaluate disabilities-related programs, services, and interventions. Evidence-based program development is potentially powerful in helping to legitimize and advance practice and services that ensure the inclusion, acceptance and flourishing of people with disabilities. This course will enhance the student’s ability to provide leadership in advancing program development within organizations and communities. Emphasis is placed on the importance of developing the skills that are required to (1) conduct needs assessment, (2) develop, implement and monitor programs, (3) evaluate the effectiveness and efficiency of programs that serve people with disabilities, and (4) analyze research results as a basis in advocating for programs delivered by social work practitioners. Prerequisite: Admission to MSW Program and SWK 665 and SWK 732.

SWK 714 - Social Work Macro Practice: Community Organizing and Development (3) (GNA)

3 hours. Provides a framework of systems, power, and inter-organizational network theories, and defines communities in terms of issues, identity and place. Social work values of social and economic justice, participation, democratic practices, social inclusion, empowerment, and capacity building with communities inclusive of people with disabilities, will serve as a foundation for this course. This course will explore models of community organizing, including: locality development, social planning and social action, as well as transformative, participatory, feminist, community building and power-based models. Students will examine consensus, campaign, and contest strategies and tactics relative to these models and the techniques for recruiting and mobilizing citizens and constituencies to address social issues and build on local assets. This course also examines methods for blending participative community organization and local programs with knowledge and an understanding of community-based resource development. Assessment is made of a community development corporation as a model for revitalizing and cultivating local resources (economic & human capital) that serve to advance human rights, social justice and the well-being of people with disabilities. Prerequisite: Admission to MSW Program and SWK 665.

SWK 732 - Introduction to Disabilities Studies for Social Work (3) (GLA)

3 hours; 3 credits. First of four courses in the Social Work with People with Disabilities concentration. It introduces the student to the emerging, multidisciplinary field of disabilities. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements, eugenics, policy that impacts people with disabilities, legal issues, self-advocacy, and disability culture. This course provides the foundation for the three courses on social work practice
with people with disabilities across the life span. Prerequisite: Completion of the foundation year of the MSW program or Advanced Standing status.

SWK 740 - Social Work and Disability Studies Policy Practice (3) (GNA)

3 hours; 3 credits. Provides an opportunity to understand and evaluate many aspects of public policy and social issues that affect the lives of persons with disabilities and their families, including state, regional, national and international forces and trends, the principles of self-determination, and participation of persons with disability in planning and implementation. Students will explore a broad range of disability policies from intersectional, interdisciplinary and transnational perspectives that will equip them to navigate various systems and to advocate for disability rights and justice. The course will introduce students to the historical development of disability public policy and to contemporary issues, so as to work effectively with various stakeholders—the state and the community. It will cover major policy areas including but not limited to employment, education, health, income supports, transportation, community housing, accessibility, and independent living. Students will also explore the role of the disability rights movement in shaping different legal systems, and will learn tools for advocating for legislative change and reform to enhance well-being and equal opportunity. Prerequisites: SWK 670 with a grade of C or above

SWK 745 - Disability and Health Systems (3) (GNA)

3 hours; 3 credits. Provides knowledge and skills necessary to understand the United States health care system and major legislation established to support the health care needs of people with disabilities. Analyzes disability related legislation, polices, and politics that influence practice in social work and allied health professions, with a particular focus on disparities in health and health care access. Provides knowledge and skills necessary to understand how major services and programs in the disability and health sector are organized, resourced, and delivered, and emphasizes the need for collaboration and networking between the disability and health systems. Additionally, the course provides tools for advocating for change and reform to enhance health and well-being of people with disabilities.

SWK 750 - MSW Advanced Social Practice IV: Individuals, Couples and Families (3) (GLA)

3 hours; 3 credits. Advanced social work practice with individuals and families. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with individuals, couples and families requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, couples and families. The course will cover the 40 application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Crisis intervention, brief and long-term psychotherapy and counseling, client-centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines. Prerequisite: SWK 650 or Advance Standing.

SWK 754 - MSW Internship III (2) (GLA)

24 field hours. First of two advanced year field internship courses. Students are placed in a social work setting that specializes in an area of disabilities – physical, neurological, sensory, developmental, alcohol/drugs, and/or mental health – for 24 hours per week for a total of 720 hours for the academic year across SWK 754 and SWK 755. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student’s faculty liaison at the College of Staten Island. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting.

Prerequisite: Admission to the MSW Advanced Standing Program or Successful Completion of Foundation Year Curriculum.

SWK 755 - MSW Internship IV (2) (GLA)

2 hours; 2 credits. Second of two advanced year field internship courses. Students continue in their placements in a social work setting that specializes in an area of disabilities – physical, neurological, sensory, developmental, alcohol/drugs, and/or mental health – for 24 hours per week for a total of 720 hours for the academic year across SWK 754 and SWK 755. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student’s faculty liaison at the College of Staten Island. Advanced direct interaction with
individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting. This course is graded Pass/Fail. Prerequisite: SWK 754.

SWK 760 - MSW Social Practice V: Advance Social Work Practice (Groups) (3) (GLA)

3 hours; 3 credits. Advanced social work practice with groups. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with groups requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of group members. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and group intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and additions. Group interventions, including brief and long-term group psychotherapy and counseling, client centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied with the context of the therapeutic relationship guided by best practices and evidence-based guidelines. Prerequisite: SWK 660 or Admission to Advance Standing.

SWK 762 - Integrative Social Work Practice with People with Disabilities (3) (GNA)

3 hours; 3 credits. Fourth of four advanced practice courses in the clinical track of the disability studies concentration. This is a case-based course that will serve as a capstone, integrating all aspects of clinical practice with and on behalf of people with disabilities, using a disability studies perspective and an interdisciplinary approach. The intersectionality of disability and other diversity factors will be explored critically. A grade of B or better is required in this course. Pre- or corequisite: Completion of the foundation year of the MSW program or Advanced Standing status.

SWK 764 - MSW Integrative Seminar III (1) (GLA)

1 hour. Provides linkage between advanced curriculum and agency-based internship. The seminar supports students in applying advanced skills, knowledge, and ethics acquired throughout the MSW advanced curriculum to their practice, and opportunities to synthesize and critically reflect upon placement learning. Students will identify and problem-solve practice concerns and examine issues of professional development. By exchanging information in the seminar, students generalize their internship education beyond their individual placements and gain an understanding of social work practice in diverse settings with a particular emphasis on social work practice in the area of disabilities – physical, neurological, sensory, developmental, alcohol/drugs, and/or mental health.

Prerequisite: Admission to the MSW Advanced Standing Program or successful completion of Foundation Year curriculum. Corequisite: SWK 754 and (SWK 665 or SWK 704).
CUNY Doctoral Degree Programs

The College participates in the following doctoral programs with the CUNY Graduate School and University Center:

- Biology (PhD), offered jointly with The City University Graduate School
- Chemistry (PhD), offered jointly with The City University Graduate School and Brooklyn College
- Computer Science (PhD), offered jointly with The City University Graduate School
- Physics (PhD), offered with the PhD program of The City University Graduate School

Please consult the CUNY Graduate Center for information on admissions and programs.

Biology (Neuroscience)

The College participates with the Graduate School and University Center, and in cooperation with the New York State Institute for Basic Research in Developmental Disabilities, in offering a PhD program in Biology with a subspecialty in Neuroscience. The program is designed to give the student advanced knowledge in physiology with emphasis on neurobiology and neurochemistry. State-of-the-art neuroscience laboratories equipped with facilities for neuronal cell cultures, cell imaging microscopy, bioenzymatic analyses, protein purification, gene cloning, electrophysiology, and other advanced research procedures provide the setting for graduate training and doctoral dissertation research. Research emphasis is on neuronal development, synaptic plasticity, and molecular mechanisms underlying learning, memory, and developmental disabilities. Students are admitted to the program by the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Alejandra del Carmen Alonso (CSI) at alejandra.alonso@csi.cuny.edu, 718.982.3950.

Chemistry (Polymer)

The College participates with the Graduate School and University Center in offering a PhD program in Polymer Chemistry. Interested students may also study for the master’s degree while in the doctoral program. The program is designed to give the student a broad background in chemistry along with an interdisciplinary approach to polymer science. Emphasis is placed on the relationship between the synthesis, structure, properties, and utilization of natural and synthetic polymers. Students are admitted to the program by the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Nan-Loh Yang, Department of Chemistry at CSI (718.982.5873; email: nanloh.yang@csi.cuny.edu).

Computer Science

The College participates in the CUNY Graduate School and University Center’s PhD program in Computer Science. Students wishing to specialize in the areas of artificial intelligence and data mining, multimedia and image processing, software engineering, management information systems, networks, telecommunications, or related areas may do much of their coursework and research at the College of Staten Island. Students are admitted to the program by the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Xiaowen Zhang, Department of Computer Science at CSI (718.982.3262; email: xiaowen.zhang@csi.cuny.edu).

Physics

The College of Staten Island is an active participant in the CUNY Doctoral program in Physics. Students in this program are admitted through the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) under the auspices of the College. Courses are taken at the Graduate Center together with students associated with other participating CUNY colleges. Dissertation research is done at CSI. The department has a well-equipped laser and photonics laboratory. Current research interests include experimental and theoretical optics, condensed matter physics, quantum systems, particle physics, polymer physics, material science, and astrophysics. Students interested in the program are advised to consult Professor William Schreiber, Department of Engineering Science and Physics at CSI (718.982.2810; email: william.schreiber@csi.cuny.edu).

Directories
New York State Registration

The following listing gives the title of each of the graduate degree programs of the College and the Program Code under which that program is registered with the State Office of Education.
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<th>Degree</th>
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*The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of The University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.*
Students Rights and Responsibilities and College Regulations

CSI Library Guidelines for Submission of the Master's Thesis

A finished Master's thesis is a scholarly work that is the product of extensive research and related preparation. The Library will make Master's theses publicly available to students, faculty, and outside researchers. For purposes of preservation, and to prepare them for bindery, theses must adhere to uniform standards of format and construction.

Number of Copies

Students submitting their approved thesis to the Library are asked to submit two copies, both of which must be signed by all members of the thesis committee, or by the program coordinator if no committee exists, on the thesis signature page. One copy will be kept in the Library archives; the other will become part of the circulating collection. Students wishing to copyright their thesis through an official agency must make their own arrangements to do so. (See U.S. Copyright Office website http://www.copyright.gov/)

Format

The two copies for the Library must be printed on 8.5” x 11” unpunched, unbound white paper of 20-24 lb. weight or heavier. The paper must also meet the specification of 100% cotton content (i.e., acid free) and must not contain lines, smudges, spots, or shaded background. Copies from a laser printer or commercial copier service are highly recommended. Copies done on departmental or self-service copy machines do not meet the Library’s high-quality standard. All printing must be one side only.

Photographs, maps, charts, color copies, and some special illustrative materials may be placed, prepared, or reproduced on paper different from that of the regular text (for example, color copies on cotton paper will smudge; use paper specifically made for color copying). On either side of this special paper, students must include a blank sheet of the specified cotton, acid-free paper. Students also must place one extra sheet at the front and back of the thesis.

The following (minimum) margins must be used throughout the manuscript:

- Left margin: 1.5”
- Top margin: 1.0”
- Right margin: 1.0”
- Bottom margin: 1.0”

Material that cannot fit within regular or oversized margin requirements may be placed on 11” x 17” paper. Page numbers on these oversized pages must be placed in the upper right corner in the same position as the rest of the text. These pages are not to be folded prior to submittal. The bindery will fold them as appropriate.

Abstract

Abstracts must be double-spaced and are limited to a single page with margins as described above. This page should bear the heading “Thesis Abstract.”

Submission

After a successful thesis defense the student should submit two official copies of the manuscript to the Library. If there are any concerns regarding the submission guidelines, the student may consult with the Head of Reference (718.982.4010) or the Archivist (718.982.4128). Either person will be available to ensure that the thesis meets the standards as described above.

Submission During Closure

Effective April 21, 2020, the Library is accepting thesis submissions online while the campus is closed. The formatting guidelines detailed above still apply for your Word document. The requirement to have two signers on your signature page also remains.

Check with your department or program on their arrangements for signing electronic documents. Adobe DC can be used to sign a pdf. You can save your signature page in Word as a pdf. You must attach two documents to your email- the signature page as a pdf, and your thesis as a Word document.

Please email your submission to reference@csi.cuny.edu and cc your thesis advisor to indicate approval.

Note: At this time, theses will not be accessible online. Submissions will be printed and added to our collection.

CUNY Policy on Academic Integrity

For more information please visit the CUNY Policy on Academic Integrity.

Rights Concerning Education Records

For information on the CUNY Policy on Rights to Student Records please visit www.csi.cuny.edu/currentstudents/FERPA.pdf.

Campus Behavior Code

For information on the CUNY Policy on Campus Behavior please visit http://www.cuny.edu/about/administration/offices/SA/policies/BylawsFinalARTICLEXVSTUDENTSDec22Rev.pdf.
Campus Safety and Security

The main Campus Public Safety office is located in Building 2A, Room 108. Two satellite desks are located in the lobbies of the Campus Center and the Library. Campus Public Safety officers are on duty at the main gate and patrol the campus 24 hours a day. Emergency pull stations, identified by a blue light, are located throughout the campus, indoors and outdoors. The Office of Public Safety is charged with the maintenance of security and personal safety of all members of the College community and visitors while on campus. All students and members of the faculty and staff are required to have a valid, updated college identification card in their possession while on campus.

Crime Awareness and Campus Security Act

The Federal Crime Awareness and Campus Security Act of 1990 mandates that every college in the nation publicize the incidents of crime reported on its campus. For more information please visit the College of Staten Island's Annual Security Report.

Faculty Report Form

For policy information and forms please visit https://www.ccny.cuny.edu/academicaffairs/integrity-policies

Immunization Requirement

New York State law requires that students attending postsecondary institutions be immunized against measles, mumps, and rubella. Specifically, all matriculated students born on or after January 1, 1957 must file a form with the Medical Office, signed by a physician, certifying immunity to these diseases prior to registering for more than five credits.

New York State Education Law Section 224-a

Students unable because of religious beliefs to register or attend classes on certain days:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he/she is unable, because of his/her religious beliefs, to register or to attend classes or to participate in any examination, study, or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his/her religious beliefs, to register or 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.

3. 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/her religious beliefs, an equivalent opportunity to register for classes or to make up any examination, study, or work requirements which he/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.

4. If registration, classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, opportunity to register, or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, registration, or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his/her rights under this section.

6-a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given 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 each student such equivalent opportunity.

As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the regents of the University of the State of New York, which provides a course of study leading to the granting of a postsecondary degree or diploma. Such term shall not include any institution which is operated, supervised, or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious
doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

Non-Discrimination Policy

It is the policy of The College of Staten Island (“the College” or “CSI”) to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to:

- race
- color
- creed
- national origin
- ethnicity
- ancestry
- religion
- age
- sex
- sexual orientation
- gender identity
- marital status
- legally registered domestic partnership status
- disability
- predisposing genetic characteristics
- alienage
- citizenship
- military or veteran status
- status as a victim of domestic violence

Sexual harassment, a form of sex discrimination, is prohibited under the College’s Policy Against Sexual Harassment.

Please access CSI’s complete Non-discrimination Policy: www.csi.cuny.edu/diversity_and_compliance/non_discrim.html

Definition of Discrimination

Discrimination is defined as treating members of a protected class less favorably because of their membership in that class. The protected groups are set forth in the College’s Non-Discrimination Policy (see above).

Harassment is a type of discrimination involving oral, written, graphic or physical conduct relating to an individual’s race, color, or national origin (including an individual’s ancestry, country of origin, or country of origin of the individual’s parents or other family member) or other protected characteristic that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to work for, participate in or benefit from the educational institution’s programs or activities.

Responsibilities of the College Community-at-large

Members of the College community, who become aware of allegations of discrimination including sexual harassment, should encourage the aggrieved individual to report the alleged act to the Office of Diversity and Compliance Director (“ODC Director”), who is also the Sexual Harassment Coordinator, 504/ADA Compliance Coordinator, and Title IX Coordinator.

The Director of Diversity and Compliance, Danielle Dimitrov, Esq., may be contacted by phone: (718) 982-2250, or email: danielle.dimitrov@csi.cuny.edu (Building 1A, Room 103).

Confidentiality

The privacy of individuals who bring complaints of discrimination, who are accused of discrimination, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the filing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no promise of complete confidentiality should be made to College employees or students who are involved in the complaint process.

Making a Complaint of Discrimination

Any applicant for employment or individual who is employed by or enrolled at the College of Staten Island may file a complaint of discrimination. The College places a strong emphasis on prompt action to resolve complaints alleging discrimination. Members of the College community who believe they have been discriminated against or harassed are strongly encouraged to report allegations as promptly as possible. Delay in making a complaint may make it more difficult for a unit of the College to investigate the allegations.

The complaint procedure applies to all job applicants and employees and in some instances, former employees of CSI. Students employed by the College have the right to equal employment opportunity in their capacity as employees.

Sexual harassment, a form of sex discrimination, is prohibited under the College’s Policy Against Sexual Harassment. Members of the College community who believe they have been sexually harassed are strongly
encouraged to report their allegations as promptly as possible to the ODC Director/Sexual Harassment Coordinator.

**Whom to Contact**

Any employee, applicant for employment, or student, may file a complaint of discrimination or sexual harassment. Individuals who believe they are being or have been discriminated against or harassed in violation of College policy are encouraged to contact, as soon as possible, the Office of Diversity and Compliance.

At the time the individual makes his or her complaint, the ODC Director should provide the complainant with the complaint form and with information about the various internal and external mechanisms through which the complaint may be filed.

**Applicable Laws**

The College of Staten Island adheres to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others Section 1324b of the Immigration and Nationality Act (INA), Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, Section 402 of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The “protected classes,” as delineated in Executive Order 11246: (i.e. Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women), were expanded on December 9, 1976 by the Chancellor of The City University of New York to include Italian-Americans. The U.S. Office of Management and Budget further expanded these protected classes in 2006 to include two or more races (not Hispanic or Latino) and replaced Asian/Pacific Islander, with Asian (not Hispanic or Latino) and Native Hawaiian (not Hispanic or Latino), Black was renamed as Black or African American (not Hispanic or Latino) and Hispanic was renamed Hispanic or Latino.

**Policy and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students**

**Policy Statement**

The City University of New York seeks to create and maintain a safe environment in which all members of the University community—students, faculty and staff—can learn and work free from the fear of sexual assault and other forms of violence. The University’s policies on Workplace Violence and Domestic Violence and the Workplace apply to all acts of violence that occur in the workplace or that may spill over into the workplace. The University’s Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to, physical conduct of a sexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence and stalking committed against students on- and off-campus.

CUNY wants all victims of sexual assault, stalking and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If the alleged perpetrator is also a member of the CUNY community, the college will take prompt action to investigate, and, where appropriate, to discipline and sanction the alleged perpetrator. CUNY urges all victims to seek immediate help in accordance with the guidelines set forth in this policy with the assurance that all information received from a complaint will be handled as confidentially as possible.

In order to eliminate sexual assaults and other forms of violence perpetrated against students, and to create a safe college community, it is critical to provide an appropriate prevention education program and have trained professionals to provide vital supportive services. Accordingly, CUNY is committed to the following goals:

- Providing clear and concise guidelines for students to follow in the event that they or someone they know have been the victim of a sexual assault, domestic/intimate partner violence, or stalking.
- Assisting victims of sexual assault or abuse in obtaining necessary medical care and counseling, whether on- or off-campus.
- Providing the most informed and up-to-date education and information to its students about how to identify situations that involve sexual assault, domestic and intimate partner violence, or stalking, and ways to prevent these forms of violence.
- Educating and training all staff members, including counselors, public safety officers and student affairs staff and faculty, to assist victims of sexual assault, domestic/intimate partner violence, or stalking.
- Ensuring that disciplinary procedures are followed in the event that the alleged perpetrator is a CUNY student or employee.
Procedures for Reporting Incidents of Sexual Assault and Other Forms of Violence

Obtaining assistance after a student is sexually assaulted, stalked or is in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women’s/Men’s Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

Contact Law Enforcement Personnel Immediately

CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus. Each college shall be provided with a list of emergency contact numbers as part of its orientation and training programs.

Seek Immediate Medical Attention

It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible. For a sexual assault in particular, immediate treatment and the preservation of evidence of the attack (i.e. retain the clothing worn during the attack and do not shower) is crucial to a criminal investigation. If a student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person’s system for a short period of time. In all other circumstances, public safety and police personnel can assist the victim in obtaining medical care. Each college shall be provided with a list of local hospitals, some of which are designated as SAFE (Sexual Assault Forensic Examiner) hospitals that are specially equipped to handle sexual assaults and are trained to gather minute evidence from such assaults. Rape crisis advocates at emergency rooms are also trained to handle domestic violence. EMS will be directed to bring victims to a SAFE hospital at their request. Medical attention is critical not only to treat internal and external injuries and to combat the possibilities of sexually transmitted infections and/or pregnancy, but also to collect evidence that can be used against the alleged perpetrator. It is also vital to ongoing safety and recovery that victims receive emotional support and professional counseling as soon as possible after the attack.

Obtaining an On-Campus Advocate

CUNY encourages student victims to contact the Dean of Student Affairs/Student Development to obtain assistance in accessing medical and counseling services, or to make any necessary changes to the student’s academic program or residential housing situation. Public Safety can assist victims getting to and from campus safely, filing a police report and obtaining an order of protection against the alleged perpetrator. Victims can also file a complaint with the College against an alleged perpetrator who is a student or employee of the University with the Dean of Student Affairs/Student Development and the Public Safety Office.

Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-Campus

The Colleges shall act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator is a student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.

In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the College reserves the right to bring additional disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.

Confidentiality

The University recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.
While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a “need to know” basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community. Such notification, however, will generally be done without divulging the victim’s identity and for the purpose of providing a campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, medical reporting laws, and the Campus Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including sexual assault. However, this report does not include any information identifying the individuals (including the victims) linked to these crimes.

Policy Against Sexual Harassment

It is the policy of The College of Staten Island (“the College” or “CSI”) to promote a cooperative work and academic environment in which there exists mutual respect for all College students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the College’s Non-discrimination Policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the College.

Please access CSI’s complete Policy Against Sexual Harassment here: www.csi.cuny.edu/diversity and compliance/sexual harassment.html

Prohibited Conduct

It is a violation of College policy for any member of the College community to engage in sexual harassment or to retaliate against any member of the College community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials;
• sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
• coerced sexual intercourse or sexual assault.

Responsibilities of the College Community-At-Large

Members of the College community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to the Sexual Harassment Coordinator, a Deputy Coordinator or any member of the Awareness and Intake Committee.

The Sexual Harassment Coordinator and Director of Diversity and Compliance, Danielle Dimitrov, Esq., may be contacted by phone: (718) 982-2250, or email: danielle.dimitrov@csi.cuny.edu (Building 1A, Room 103).

Confidentiality

The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the filing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no such promises should be made by the Sexual Harassment Coordinator, a Deputy Coordinator, Awareness and Intake Committee member or other College employees who may be involved in the complaint process.

Making a Complaint of Sexual Harassment

Any member of the College community may report allegations of sexual harassment to the Sexual Harassment Coordinator, a Deputy Coordinator or any member of the Awareness and Intake Committee. Employees who are covered by collective bargaining agreements may elect to use both their contractual grievance procedures, within the time limits provided in those agreements, to report allegations of sexual harassment; and to report such allegations directly to the Sexual Harassment Coordinator, a Deputy Coordinator or a member of the Sexual Harassment Awareness and Intake Committee. Members of the College community who believe they have been aggrieved under the Policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint may make it more difficult for the college to investigate the allegations.

Sexual Harassment is Illegal

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972.

Members of Sexual Harassment Awareness and Intake Committee

Danielle Dimitrov, Esq. (Coordinator)
Director, Diversity and Compliance, 1A-103
(718) 982-2250

Karen Arca-Contreras
Lecturer, Nursing, 5S-210
(718) 982-3799

Hope Berte
Director, Human Resources, 1A-204
(718) 982-2379

Sondra Brandler, PhD
Associate Professor, Sociology, Anthropology and Social Work (SASW), 4S-234
(718) 982-3769

Christopher Cruz Cullari
Director, Center for Student Accessibility, 1P-101E
(718) 982-2510

Winnie Eng, PhD
Higher Education Officer Associate, Counseling Center, 1A-109E
(718) 982-2738

Calvin Holder, PhD
Professor, History, 2N-210
(718) 982-2880

Darryl Hill, PhD
Associate Professor, Psychology, 4S-112
(718) 982-3758

Fran Mitilieri
Assistant Athletic Director/Business Manager, Sports and Recreation, 1R-204J
(718) 982-3167

Reasonable Accommodations Policy

Overview

The City University of New York and the College of Staten Island (“the College” or “CSI”), in compliance with Sections 503 and 504 of the Federal Rehabilitation Act of 1973 (“Rehabilitation Act”), the Americans with Disabilities Act of 1990 (“ADA”), New York State Executive Law §296, and New York City Human Rights Law, provides qualified individuals with disabilities the opportunity to participate in programs, activities, or employment.
Please access CSI's complete Reasonable Accommodations Policy here: www.csi.cuny.edu/diversity_and_compliance/reasonable_accom.html

Procedures for Requesting an Accommodation

Students
A student should make an initial request for accommodation to the Center for Student Accessibility and provide appropriate supporting documentation. The Director of the Center for Student Accessibility may consult with appropriate college officials such as the instructor or provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

The Director of the Center for Student Accessibility, Christopher Cruz Cullari, may be contacted by phone: (718) 982-2510, or email: chris.cruzcullari@csi.cuny.edu (Center for the Arts, Building 1P, Room 101).

The 504/ADA Compliance Coordinator, Danielle Dimitrov, Esq., may be contacted by phone: (718) 982-2250, or email: danielle.dimitrov@csi.cuny.edu (Building 1A, Room 103).

Current Employees
Upon initial hire, each employee is given the opportunity to self-identify as a person with a disability and to request a reasonable accommodation. The self-identification form is to be circulated annually by Human Resources to all current employees to permit the self-identification of employees who may have become disabled subsequent to initial hire.

An employee should make any initial request for accommodation to his/her immediate supervisor. Alternatively, an employee may direct his/her request to the Human Resources Director at the College. In either case, consultation between the employee's supervisor and the Human Resources Director should take place to determine whether the requested accommodation, or an alternate accommodation, is appropriate and should be implemented. Appropriate supporting documentation should be provided to the Human Resources Director. If the proffered accommodation is acceptable to the employee, the Human Resources Director should inform the 504/ADA Compliance Coordinator of the nature of the accommodation.

The Director of the Office of Human Resources, Hope Berté, may be contacted by phone: (718) 982-2379, or email: hope.berte@csi.cuny.edu (Building 1A, Room 204).

Applicants for Employment
As part of a standard acknowledgment letter, individual applicants are to be instructed to contact the College's Human Resources Director if an accommodation is needed to participate in the application/interview process. The Human Resource Director will make arrangements with the appropriate individuals to provide a reasonable accommodation.

Visitors
Brochures/flyers announcing specific public programs should include a statement identifying the person to contact if an accommodation is needed, and the timeframe, by which such a request must be made (e.g., forty-eight hours in advance). A visitor should make a request for accommodation to the designee listed on the flyer. The designee should consult with appropriate college officials to determine the feasibility of granting the requested accommodation. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision.

Review of Accommodation Requests / Decisions

Students
If a proffered accommodation is unacceptable to a student, the student may discuss the situation with the 504/ADA Compliance Coordinator who will review the matter and attempt to resolve it. If the proffered accommodation is still unacceptable, the College Compliance Coordinator will apprise the College President of the issues and the College Compliance Coordinator's recommendation. The President shall make the final decision.

Current Employees
If an employee does not agree with a proffered accommodation, the employee may discuss the situation with the 504/ADA Compliance Coordinator who will review the matter and attempt to resolve it. If the matter is not resolved, the employee may exercise any and all rights available under law without fear of retaliation. If the employee is a union member, the employee may wish to discuss this situation with his/her union representative and exercise any rights available under the collective bargaining agreement. The Compliance Coordinator will keep the President apprised of the matter.
Applicants for Employment

Applicants whose request for accommodation is denied or who do not agree with a proposed accommodation for the application/interview process will inform the Human Resource Director. The Human Resources Director will inform the 504/ADA Coordinator who will make the final decision and inform the applicant of the decision.

Visitors

If a visitor finds a proffered accommodation unacceptable, the visitor may discuss the situation with the 504/ADA Compliance Coordinator. The Compliance Coordinator shall make the final decision after consultation with the College President.

The City University of New York Workplace Violence Policy and Procedures

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University’s Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individual(s).

Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions

1. Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual’s legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University’s ability to provide services to the public. Examples of workplace violence include, but are not limited to:

2. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

3. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

4. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.

5. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Reporting of Incidents

1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not be ignored by any member of the University community.
Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff, and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. Acts of Violence Not Involving Weapons or Injuries to Persons

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. Commission of a Crime

All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. False Reports

Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. Incident Reports

The University will report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).

Responsibilities

1. Presidents

The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (See #7 below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. Campus Public Safety Office

The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. These incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff, and students. Public Safety will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee, in
his/her absence, can authorize escort service outside of the geographical confines of the college.

3. Supervisors

Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter “supervisor”) is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. Faculty and Staff

Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee’s supervisor should be brought to the attention of the Campus Public Safety Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college’s website, as appropriate.

5. Office of Human Resources

The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college’s website, as appropriate.

6. Students

Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

7. Workplace Violence Advisory Team

A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college’s readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal, and others,
including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. University Communications

All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

Education

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing opportunities for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools, (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty and Staff Relations will offer periodic training opportunities to supplement the college’s training programs.

Confidentiality

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

Approved by the Board of Trustees
June 28, 2004
Last Updated: 7/13/04

Tobacco Policy

The College complies with The City University policy prohibiting the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and parking lots; outdoor locations such as playing fields; entrances and exits to buildings; and smoking, which prohibits smoking inside all facilities of the College; tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and tobacco industry sponsorship of athletic events and athletes. For more information on the CUNY Tobacco Policy please visit http://policy.cuny.edu/pdf_source/btm/2011/01-24.pdf#page=10.
Transportation, Directions, and Parking

Transportation to and within Main Campus:
2800 Victory Blvd
Staten Island, NY 10314

MTA Service
Bus schedules are available in the kiosk near the Welcome Desk in the Campus Center and in the Library.
Local bus fare is $2.75 per ride with a Metro Card.
Information may be obtained by calling the NYC Transit Authority at 718.979.0600 or 718.330.1234.

Victory Boulevard Buses
The S62 operates between the S. I. Ferry and Travis. It stops within the campus front gate.
The S62 Schedule is available at http://web.mta.info/nyct/service/bus/sisch.htm
The S92 follows the S62 route on Victory Boulevard with limited stops. This schedule accommodates commuting passengers.

Forest Hill Road Buses
The S61 travels between the Ferry and the Staten Island Mall via Forest Hill Road, with a stop near the back gate to the campus. The S61 Schedule is available at http://web.mta.info/nyct/service/bus/sisch.htm.
The S91 follows the same route as the S61 on weekdays during peak commuting hours.
The S91 Schedule is available at http://web.mta.info/nyct/service/bus/sisch.htm.

Brooklyn Buses
The S93 runs Monday through Friday between Bay Ridge Brooklyn and the College. It picks up at 86th St. and 4th Ave. by the R subway station, and in front of 1A or at the front gate respectively. The S93 Schedule is available at http://web.mta.info/nyct/service/bus/sisch.htm.
The S53 runs from the Bay Ridge section of Brooklyn, accessible to the R subway at 95th Street and 4th Ave. It runs via Clove Road through Staten Island to Port Richmond. A free transfer is available for the S62, S92, or S61 buses. The S53 Schedule is available at http://web.mta.info/nyct/service/bus/sisch.htm.

Express Bus - Manhattan to Staten Island
The SIM33c provides service between 3rd Avenue and 57th Street Manhattan and Victory Boulevard. The fare is $6.50, and exact change, or a MetroCard is required. The SIM33c Schedule is available at http://web.mta.info/nyct/service/bus/sisch.htm.

College Service Loop Bus
The Loop Bus service starts at the main entrance at Victory Boulevard and runs within the College campus. It is designed to serve those arriving at the main gate and also students, faculty, and staff traveling within the campus. It boards from the Victory Boulevard entrance and has stops by 1R (Sports and Rec), Parking Lot #4 (Campus Center), Parking Lot #3 (Back Gate), 5S, 1A and 2A. The stops vary during the course of the day please refer to the schedule for times and locations. The Loop Bus Calendar and Schedule are available at https://www.csi.cuny.edu/campus-life/transportation-parking/campus-transportation/loop-bus-calendar

Accessibility Van Service
A special vehicle for persons with challenges is available for students, faculty, or staff who request it. Please call 718.982.3220 from 9:00am to 5:00pm when classes are in session. All other times, call the Public Safety Office at 718.982.2111. When there are no classes there is no Van Service (except times of Registration and Orientation).

Ferry Shuttle Service
The Ferry Shuttle picks up passengers on campus at the Ferry Shuttle shelter located in front of Building 2A and from inside the St. George Ferry Terminal at Bus Station North. The shuttle is a direct service with no stops on route in either direction. This service is for the College’s Students, Faculty, and Staff with a current valid Dolphin Card with the Transportation Access Code (TAC) programmed onto it. The Ferry Shuttle Schedule and Calendar are available on the CSI website at https://www.csi.cuny.edu/campus-life/transportation-parking/ferry-shuttle-service.

Schedules are also posted at all campus bus stops; you can pick up a printed schedule from the Campus Center or the Public Safety office.

Travel time between both destinations is about 30 to 40 minutes depending on traffic and/or weather conditions. When the College is closed there is no shuttle service.

For additional information on the Ferry, Loop or Accessibility Services call 718.982.3220

For Suggestions or Concerns:
Campus Transportation Hot Line: 718.982.3100
MTA: Dial 311

Directions by automobile from the Staten Island Expressway (Interstate 278)
Traveling westbound on the Staten Island Expressway from the Verrazano-Narrows Bridge, take the Victory Boulevard Exit (#10). At Victory Boulevard, turn left and continue under the Expressway and turn left into the campus at the first traffic light. Eastbound on the SI Expressway, take the Victory Boulevard Exit (#8) and turn...
left onto Victory Boulevard, and turn right at the traffic light to enter the campus.

**On-Campus Parking**

On-campus parking is available to registered students and employees who purchase a decal and agree to observe all parking regulations. Decals are available from the Office of Parking & DolphinCard Services located in Building 3A, Room 106, telephone 718.982.2294. Students are sold permits for on-campus parking at the time of registration on a first-come, first-served basis. A detailed parking information booklet is available upon request. Speed limit: 25 mph.

For additional information please visit Transportation & Parking.

**Transportation to CSI St. George**

120 Stuyvesant Place
Staten Island, NY 10302

**Walk from the Staten Island Ferry Terminal:**

CSI St. George is just a short walk from the SI Ferry Terminal, (6 minutes.) From the Staten Island Ferry terminal, head southwest on the Ferry Terminal Viaduct/Taxi Stand to Richmond Terrace and then make a right. Walk 1 block to Schuyler Street and make a left. Walk about 400 feet to the corner of Schuyler Street and Stuyvesant Place. Make a right onto Stuyvesant Place. CSI St. George is located on the left.

**By Subway (From Manhattan):**

You can get to the SI Ferry from Manhattan by taking any of the following lines:
The 1 subway line- Broadway-7th Ave Local (Get off South Ferry/Whitehall Street Station -must be in the first 5 cars to exit at the South Ferry/Whitehall Street station)
The 4 and 5 subway lines- Lexington Avenue Express (Get off Bowling Green Station)
The J and Z subway Lines- Nassau Street Express (Get off Broad Street Station)
The R subway Line- Queens Blvd-Broadway-4th Ave Local (Get off Whitehall Station)

**By Bus (From Manhattan):**

You can get to the SI Ferry from Manhattan by taking any of the following buses:
M5, M15, and M20. They all stop outside the South Ferry/Whitehall Street Terminal. Once at the St. George Ferry Terminal, you would then have a short walk to 120 Stuyvesant Place.

**By Bus (From Staten Island):**

You can get to CSI St. George by taking any one of the following buses. They all stop at the St. George Ferry Terminal. You would then have a short walk to 120 Stuyvesant Place.

**Ferry Shuttle Service**

The Ferry Shuttle picks up passengers on campus at the Ferry Shuttle shelter located in front of Building 2A and from inside the St. George Ferry Terminal at Bus Station North. The shuttle is a direct service with no stops on route in either direction. This service is for the College’s Students, Faculty, and Staff with a current valid Dolphin Card with the Transportation Access Code (TAC) programmed onto it. The Ferry Shuttle Schedule and Calendar are available on the CSI website at https://www.csi.cuny.edu/campus-life/transportation-parking/ferry-shuttle-service.
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