Graduate Catalog

2005

2006
Welcome to the College of Staten Island, a senior college of The City University of New York. CSI is an institution with an unwavering commitment to providing a quality education that will give you the tools to cope, prevail, and succeed; to change and enjoy. At CSI, your graduate education encompasses much more than a classroom and textbook experience. The serene, 204-acre, park-like setting nourishes the soul; our magnificent Sports and Recreation Center will strengthen your body as your mind and spirit are enhanced with culturally rich programs and events offered through our Center for the Arts.

The College of Staten Island offers 19 graduate programs in the arts, sciences, technology, and education, as well as a chance to conduct research with outstanding faculty, many of whom are intellectually renowned in their fields. The CUNY Institute for Macromolecular Assemblies gives students the opportunity to research the underlying causes of disease and to study the fundamentals of healing. The College’s Astrophysical Observatory, the most sophisticated in New York City, is internationally recognized as an asteroid tracking station, and CSI students and faculty participate in collaborative research and environmental monitoring projects. At the College, you will have the opportunity to study on a state-of-the-art wireless campus offering access to computer labs, excellent scientific facilities, and modern communications. This combination of diverse degree programs, talented faculty, and superior facilities affords to CSI students an array of perspectives on our world. The possibilities for exploration are limitless.

The College of Staten Island, through its faculty, staff, students, alumni, and friends, is bound together by a common commitment to help prepare all of its students to meet the opportunities and challenges that lie ahead in today’s advanced technological and diverse society. Become confidently prepared to meet the future, fulfill your dreams and aspirations, explore your creativity, and achieve success in your chosen career. In the spirit of partnership—for surely that is what a truly dynamic, interactive education is—I wish you a very successful graduate career at CSI. One that is filled with learning, diversity, excitement, and promise.

Sincerely,

Marlene Springer
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## COLLEGE CALENDAR

### FALL 2005

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>Monday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Sep 5</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>Sep 30</td>
<td>Friday</td>
<td>Last day to file for January 2006 graduation</td>
</tr>
<tr>
<td>Oct 3-5</td>
<td>Monday-Wednesday</td>
<td>No classes</td>
</tr>
<tr>
<td>Oct 10</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Tuesday</td>
<td>Classes follow Monday schedule</td>
</tr>
<tr>
<td>Oct 12-13</td>
<td>Wednesday-Thursday</td>
<td>No classes</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Wednesday</td>
<td>Mid-term grades due</td>
</tr>
<tr>
<td>Nov 24-27</td>
<td>Thursday-Sunday</td>
<td>College closed</td>
</tr>
<tr>
<td>Dec 15</td>
<td>Thursday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Dec 16-23</td>
<td>Friday-Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>Dec 24-26</td>
<td>Saturday-Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>Dec 31</td>
<td>Saturday</td>
<td>College closed</td>
</tr>
<tr>
<td>Jan 1</td>
<td>Sunday</td>
<td>College closed</td>
</tr>
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</table>

### SPRING 2006

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>Jan 26</td>
<td>Thursday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Wednesday</td>
<td>Last day to file for June/August 2006 graduation</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Monday</td>
<td>Mid-term grades due</td>
</tr>
<tr>
<td>Apr 12-23</td>
<td>Wednesday-Sunday</td>
<td>No classes, Spring Recess</td>
</tr>
<tr>
<td>May 17</td>
<td>Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 18-26</td>
<td>Thursday-Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 29</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>June 1</td>
<td>Thursday</td>
<td>Commencement</td>
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ABOUT THE COLLEGE

The College of Staten Island is a senior college of The City University of New York. The Master's degree is awarded in selected fields of study: Biology (MS); Business Management (MS); Cinema and Media Studies (MA); Computer Science (MS); Education: Childhood (Elementary) Education (MSEd); Adolescence (Secondary) Education (MSEd); Special Education (MSEd); English (MA); Environmental Science (MS); History (MA); Liberal Studies (MA); Neuroscience, Mental Retardation, and Developmental Disabilities (MS); Nursing: Adult Health Nursing (MS) and Gerontological Nursing (MS); and Physical Therapy (BS/MS). The Post-Master's Advanced Certificates are awarded in Leadership in Education, Adult Health Nursing, and Gerontological Nursing.

The Doctoral program in Polymer Chemistry is offered jointly with the City University Graduate School and University Center and Brooklyn College. The College also participates in the City University Doctoral programs in Biology (Neuroscience), Computer Science, Psychology (Learning Processes), and Physics.

The academic year follows a two-semester pattern, with a separate summer session. Classes are scheduled days, evenings, and weekends.

The College of Staten Island of The City University of New York was founded 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 1955. Richmond College, an upper-division college offering undergraduate and graduate degrees to students who had successfully completed the first two years of college study elsewhere, was founded in 1965. The merger of these two colleges resulted in the only public four-year institution of higher learning on Staten Island.

THE CAMPUS

Completed in 1994, the 204-acre campus of CSI/CUNY is the largest site for a college in New York City. Set in a park-like landscape, the campus is centrally located on the Island. Mature trees and woodlands, flowering trees and ornamental plantings, fields and outdoor athletic facilities, the Great Lawn, sculpture, and seating areas create a green oasis in an urban setting.

Fourteen renovated neo-Georgian buildings serve as classrooms, laboratories, and offices. The academic buildings house approximately 300 classrooms, laboratories and instructional spaces, study lounges, department and program offices, and faculty offices. The Library and Campus Center serve as focal points for the Academic Quadrangles with the Center for the Arts located midway between the Quadrangles at the fountain plaza. The Sports and Recreation Center and the athletic fields are located near the main entrance to the campus.

Fifteen works of art, a permanent collection of works either commissioned or purchased through the Art Acquisitions Program of the Dormitory Authority of the State of New York, are installed throughout the campus. Artists and the free-standing sculptures and reliefs are: Vincenzo Amato, Body of Hector/Glaucus; Miriam Bloom, Shoalhoo; Fritz Bultman, Garden at Nightfall (extended loan); Chryssa, Untitled; Lucille Friedland, Big Stripe (gift of the artist); Red Grooms, Marathon; Sarah Haviland, Staten Island Arch; Jon Isherwood, Borromini's Task; Zero Higashida, Maquette for a Small Universe; Valerie Jaudon, Untitled; Niki Ketchman, Red Inside; Win Knowlton, Ellipse; Mark Mennin, Torak; Don Porcaro, Moon Marker; and Hans Van de Bovenkamp, Stele in the Wind.

Astrophysical Observatory: The 16-foot dome astrophysical observatory was completed in 1996. In addition to serving students in astronomy courses, the facility is used for faculty and student research projects, environment monitoring projects, and community programs.

Biological Sciences/Chemical Sciences Building: An ultra-modern facility, the building contains classrooms, laboratories, faculty offices, research facilities for faculty and students, the Center for Environmental Science, and the Center for Developmental Neuroscience and Developmental Disabilities.

Campus Center: The Campus Center incorporates facilities for a complete program of student activities and offices for student organizations, food services, health services, a study lounge, bookstore, and the studios of WSIA-FM, the student-operated radio station.

Center for the Arts: Entered from the Great Lawn and from the Alumni Walk, the Center for the Arts houses two academic wings for programs in the arts as well as superb public spaces: the Clara and Arleigh B. Williamson Theatre, a 900-seat concert hall, a recital hall, an experimental theater, lecture halls, an art gallery, and a small conference center.

Library: Designed with inviting reading rooms, open shelves, and study carrels, its research and study facilities are enhanced by computer data-based operations available to all students. Library Media Services makes accessible pedagogical multimedia materials to distant classrooms and laboratories by means of the campus fiber-optic network.

Sports and Recreation Center: This 77,000 square-foot, multi-purpose facility and surrounding athletic fields serve the intercollegiate and intramural sports and recreation programs for students.

RESEARCH INSTITUTES AND CENTERS

The College of Staten Island hosts one CUNY-wide research institute: Institute for Macromolecular Assemblies

Dr. Ruth Stark, Director

Office: Biological Sciences/Chemical Sciences Building (6S), Room 228
The Institute for Macromolecular Assemblies, established in 2003, builds on the research strength of campus-based faculty in Chemistry, Biology, and allied fields; on the collaborative research alliances the College has made with other institutions; and on our unique laboratory capabilities. The Institute coordinates existing and new research investigations for both natural and engineered macromolecular assemblies of biological and medical importance, and integrates and expands graduate and undergraduate educational programs in these areas across CUNY. The Institute fosters mutually
advantageous partnerships with private industry in its biotechnology research and development efforts.

Academic centers at CSI devoted to research are the Center for Developmental Neuroscience and Developmental Disabilities and the Center for Environmental Science.

Center for Developmental Neuroscience and Developmental Disabilities
Dr. Ekkehart Trenkner, Managing Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 320
The Center for Developmental Neuroscience and Developmental Disabilities (CDN) is supported jointly with the New York State Institute for Basic Research (IBR). The Center 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 provides for collaborative efforts between the College and IBR in offering the Master of Science degree in Neuroscience, Developmental Disabilities, and Mental Retardation, as well as with the University’s doctoral programs in Biology, subprogram in Neuroscience and Physiology, and in Psychology, subprogram in Learning Processes. On the CSI campus, the Center has established research laboratories for investigations in cellular and molecular neuroscience and provides advanced research training for graduate and undergraduate students.

Center for Environmental Science
Dr. Alfred M. Levine, Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 310
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.

THE CITY UNIVERSITY OF NEW YORK
The City University of New York (CUNY), of which the College of Staten Island is a part, traces its beginning to 1847 and a public referendum that provided tuition-free higher education for residents of New York City. The municipal college system grew rapidly and its various colleges were consolidated as The City University of New York by an act of the New York State Legislature in 1961. CUNY is comprised of 11 senior colleges, six community colleges, a graduate school, a law school, and a medical school. It is the largest municipal college system and the third largest university in the nation.

THE BOARD OF TRUSTEES
The City University is governed by the Board of Trustees composed of 17 members, ten of whom are appointed by the Governor of New York, and five by the Mayor of New York City. The chairperson of the University Faculty Senate serves ex officio, without vote; the chairperson of the University Student Senate serves ex officio, with vote.

SPONSORSHIP AND ACCREDITATION
CSI is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 1.215.662.5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The MA in Liberal Studies is accredited by the Association of Graduate Liberal Studies Programs. The MS in Adult Health Nursing is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006; 1.212.363.5555. The BS/MS program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

Copies of these accreditation documents as well as the respective accreditation documents for the various academic disciplines are available for review in the College Library.
**ADMISSIONS**

Office of Recruitment and Admissions  
North Administration Building (2A), Room 103  
Director: Ms. Mary Beth Reilly  
Telephone: 1.718.982.2010

**Graduate Applications**  
Application booklets and information about the graduate programs may be obtained from the:  
Office of Recruitment and Admissions  
College of Staten Island / CUNY  
North Administration Building (2A), Room 103  
2800 Victory Boulevard  
Staten Island, NY 10314  
Telephone: 1.718.982.2010  
Email: admissions@mail.csi.cuny.edu  
www.csi.cuny.edu

You can download an application booklet from  
www.csi.cuny.edu/graduatestudies.

**Admission Requirements for Graduate Programs**  
Applicants for graduate study should have a bachelor's degree or its equivalent from an accredited institution of higher education. Transcripts from all post-secondary institutions attended are required. The cumulative grade point average (GPA) used for admission will be based on all undergraduate and/or graduate grades. In addition, applicants are expected to meet the specific requirements of the graduate program to which they are applying. Some programs may require scores on the Graduate Record Examinations (GRE). Please see the summary Admissions Requirements table or the section on a particular graduate program for specific requirements.

A minimum TOEFL score of 550 (paper) or 213 (computer) or higher is required for all students for whom English is a second language.  
Applications are evaluated after all official transcripts and supporting documents have been received and applicants are notified by mail regarding their acceptance.

**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, please obtain an “Application for Graduate Non-Matriculated Study for Visiting Students” from the Office of Recruitment and Admissions.

**Doctoral Programs**  
Application to the Doctoral programs in Biology (Neuroscience), Computer Science, Physics, Polymer Chemistry, and Psychology (Learning Processes) are made directly to the Graduate School and University Center/CUNY, 365 Fifth Avenue, New York, NY 10016; 1.212.817.7470; email: admissions@gc.cuny.edu. The Website address is www.gc.cuny.edu.

**Readmission**  
Graduate students who do not register for a semester and then decide to return in a subsequent semester, and who have not maintained their matriculated status, must apply for readmission at least 30 days before registration. Requirements for programs may change and students applying for readmission must meet current requirements. Students who have a GPA below 3.0 will need approval from their program coordinator. Readmission is not guaranteed and may be denied in such cases. (See fee schedule in the Schedule of Classes for current readmission fee.)

**Veterans**  
The veterans advisement service is supervised by the Registrar. Assistance is available in interpreting regulations and policies of the Veterans Administration, and educational and financial counseling is offered. The Office of the Veterans Adviser is in the North Administration Building (2A), Room 110.

**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. 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, and in the Schedule of Classes.
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<tr>
<th>PROGRAM</th>
<th>DEGREE EARNED</th>
<th>GPA/COURSES</th>
<th>EXAMINATION</th>
<th>OTHER</th>
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</thead>
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<tr>
<td>Biology (MS)</td>
<td>Baccalaureate degree in Biology or related discipline with required undergraduate biology courses</td>
<td>2.75 in all undergraduate courses, 3.0 in science and mathematics courses</td>
<td>GRE: general test, subject test in biology</td>
<td>Two letters of recommendation, Supplemental Departmental Application</td>
</tr>
<tr>
<td>Cinema and Media Studies (MA)</td>
<td>BA or BS in liberal arts or sciences</td>
<td>3.0 average in courses required for Cinema Studies BA or Communications BS at CSI or their equivalent, including CIN 100 or COM 150</td>
<td>GRE: general test</td>
<td>Three letters of recommendation; a one-page statement of intent; writing sample, 10-12 pages; (priority deadline: 4/15 (fall) 11/15 (spring))</td>
</tr>
<tr>
<td>Computer Science (MS)</td>
<td>BS in Computer Science or related discipline</td>
<td>3.0 average in major; calculus, linear algebra, probability; and seven computer science courses or equivalent</td>
<td>GRE: general test</td>
<td></td>
</tr>
<tr>
<td>Education, Childhood (Elementary) (MSEd)</td>
<td>For Sequence 1 and 2: Baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration; at least six approved credits each in English, history, mathematics, and science</td>
<td>For Sequences 1 and 2: 2.75 undergraduate average</td>
<td>Sequence 1: New York State Initial or Provisional Certification in childhood or elementary education. Sequence 2: None</td>
<td>Two academic or professional letters of recommendation; a one-two page letter of intent; priority deadlines: last Monday in April (fall), third Monday in November (spring)</td>
</tr>
<tr>
<td>Education, Adolescence (Secondary) (MSEd)</td>
<td>For Sequence 1: Baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration; at least six approved credits each in English, history, mathematics, and science</td>
<td>For Sequences 1 and 2: 2.75 undergraduate average</td>
<td>Sequence 1: New York State Initial or Provisional Certification in adolescence or secondary education. Sequence 2: None</td>
<td>Two academic or professional letters of recommendation; a one-two page letter of intent; priority deadlines: last Monday in April (fall), third Monday in November (spring)</td>
</tr>
<tr>
<td>Education, Special (MSEd)</td>
<td>For Sequences 1 and 2: Baccalaureate degree in a liberal arts and science major, or 36 credits in a liberal arts and sciences concentration; at least six approved credits each in English, history, mathematics, and science</td>
<td>3.0 undergraduate average, 12 credits in psychology with grades of 3.0</td>
<td>Sequence 1: New York State Initial or Provisional Certification in childhood or elementary education. Sequence 2: None</td>
<td>Two academic or professional letters of recommendation; a one-two page letter of intent; priority deadlines: last Monday in April (fall), third Monday in November (spring)</td>
</tr>
<tr>
<td>Leadership in Education (Post-Master’s Advanced Certificate)</td>
<td>Master’s degree</td>
<td>3.0 graduate average</td>
<td>Four years of teaching, three professional letters of recommendation, interview</td>
<td></td>
</tr>
<tr>
<td>English (MA)</td>
<td>BA with at least 32 credits in English</td>
<td>3.0 undergraduate average, 3.0 in English courses</td>
<td>None</td>
<td>Letter of intent, recommendations, and/or interview may be requested after initial review</td>
</tr>
<tr>
<td>Environmental Science (MS)</td>
<td>Baccalaureate degree</td>
<td>2.7 undergraduate average; 3.0 in science and engineering courses: chemistry, physics, calculus, and ecology</td>
<td>GRE: general test</td>
<td>Interview</td>
</tr>
<tr>
<td>History (MA)</td>
<td>Baccalaureate degree</td>
<td>3.0 undergraduate average, 3.0 in history courses</td>
<td>GRE: general test</td>
<td>Two academic letters of recommendation, letter of intent</td>
</tr>
<tr>
<td>Liberal Studies (MA)</td>
<td>Baccalaureate degree</td>
<td>3.0 undergraduate average</td>
<td>None</td>
<td>Interview for conditional admission</td>
</tr>
<tr>
<td>Neuroscience, Mental Retardation, and Developmental Disabilities (MS)</td>
<td>Baccalaureate degree</td>
<td>3.0 undergraduate average in biology, mathematics, psychology, or other science courses; statistics</td>
<td>GRE: general test, subject test in biology, psychology, or other approved subject</td>
<td>Three letters of recommendation</td>
</tr>
<tr>
<td>Nursing, Adult Health (MS)</td>
<td>BS in appropriate major</td>
<td>3.0 in undergraduate nursing courses, including statistics, nursing research, health assessment</td>
<td>New York State license as RN</td>
<td>Essay, two professional references</td>
</tr>
<tr>
<td>Nursing, Gerontological (MS)</td>
<td>BS in appropriate major</td>
<td>3.0 in undergraduate nursing courses, including statistics, nursing research, health assessment</td>
<td>New York State license as RN</td>
<td>Essay, two professional references</td>
</tr>
<tr>
<td>Nursing (Post-Master’s Advanced Certificate)</td>
<td>Master’s Degree in Nursing</td>
<td>Master’s-level courses in pathophysiology, health assessment, and pharmacology. Candidates who do not have the required courses may take them before beginning the required courses.</td>
<td>Master’s-level courses in pathophysiology, health assessment, and pharmacology. Candidates who do not have the required courses may take them before beginning the required courses.</td>
<td>Master’s-level courses in pathophysiology, health assessment, and pharmacology. Candidates who do not have the required courses may take them before beginning the required courses.</td>
</tr>
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TUITION AND FEES

Office of the Bursar
North Administration Building (2A), Room 105
Bursar: Mr. Michael D. Baybusky
All tuition and fees 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 judgement against your account may be reported to a credit bureau and reflected in your credit report.

**Graduate Tuition for Master’s Degree Programs**

<table>
<thead>
<tr>
<th>New York State Residents</th>
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</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>per equated credit</td>
<td>per semester</td>
<td></td>
</tr>
<tr>
<td>$270.00</td>
<td>$3,200.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-State Residents (including foreign students)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>per equated credit</td>
<td>per equated credit</td>
<td></td>
</tr>
<tr>
<td>$500.00</td>
<td>$500.00</td>
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</tr>
</tbody>
</table>

Graduate students who register in an undergraduate course as part of their program, and are receiving graduate credit for the course, will be charged at applicable graduate rates according to residency. Charges to be included are not to exceed the stipulated maximum semester rate for the applicable graduate tuition. Graduate students taking an undergraduate course as non-degree students, and receiving undergraduate credit, pay applicable undergraduate tuition.

**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.

**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 $750 for New York residents or $1,250 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**

The Student Activity Fee is billed to all students at the following rate:

Full-time $74.00  Part-time $48.00

Fees include a $4.00 contribution to the New York Public Interest Research Group (refundable through the NYPIRG office) and an 85-cent University Student Government fee. Non-instructional fees are non-refundable.

**Miscellaneous Fees and Charges**

Note: All students pay the Consolidated Service Fee and the Technology Fee.

<table>
<thead>
<tr>
<th>Consolidated Service Fee</th>
<th>$15</th>
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</thead>
<tbody>
<tr>
<td>Technology Fee</td>
<td>$75</td>
</tr>
<tr>
<td>(full-time students per semester)</td>
<td>$37.50</td>
</tr>
<tr>
<td>(part-time students per semester)</td>
<td></td>
</tr>
</tbody>
</table>

| Application               | $125 |
| Readmission               | $10  |
| Late registration         | $25  |
| Reinstatement             | $15  |
| Program change            | $18  |
| Late payment              | $25  |
| Payment reprocessing      | $15  |
| Special examination        | $15  |
| each additional           | $5   |
| 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. Details may be found in each semester’s Schedule of Classes. Materials charges are not refundable.

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 judgement against your account may be reported to a credit bureau and reflected in your credit report.
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
A student is not registered until all financial obligations to the College have been satisfied. Before registration can be completed, students must have paid in full unless the student (a) has been awarded financial aid sufficient to cover tuition and fees, (b) is enrolled in a University Payment Plan, (c) is eligible for a tuition waiver, or (d) is in a special registration status (e.g., veteran).

The registration dates are printed in the Schedule of Classes for each semester. During the registration process, a student’s bill is prepared with payment/validation due date indicated. Students registering late will be given a bill at the time of registration and are expected to pay their bill within three or fewer days. If a student’s bill is not paid and a student is not covered by one of the above categories the registration will be canceled. A student who has not fulfilled all financial obligations to the College will be barred from obtaining any transcripts or from registering for the next semester.

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. The Schedule of Classes contains information about withdrawing from a course and the schedule for refunds.

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. Details on the allowable refunds are printed in the Schedule of Classes.

Return of Title IV Funds
Title IV funds (Pell, SEOG, Direct, and Perkins 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

Federal Financial Aid

Eligibility: To be eligible for any of the federal financial aid programs, a student must:
1. be a U.S. citizen, or
2. be an eligible non-citizen, and
3. be matriculated, and
4. carry at least six credits a semester, and
5. not be in default of any federal loan or, if in default, have completed the required process to obtain “Renewed Federal Aid Eligibility,” and
6. not owe a refund on any Title IV Grant, and
7. be making satisfactory progress toward a graduate degree.

Withdrawing from Courses May Affect Your Financial Aid

Federal and state financial aid programs have academic guidelines that students must meet in order to maintain their eligibility for these programs. To learn more about these requirements, review the Federal Satisfactory Academic Progress Guidelines and the TAP Progress and Pursuit Chart.

Review to Determine If Federal Aid Funds Must Be Repaid

Students who withdraw from all classes, officially or unofficially, or who have no passing grades at the end of a semester, will have their records reviewed to determine if they must repay any federal aid paid to them or to their student account.

Some Financial Aid May Be Taxable

IRS regulations require that some grants, scholarships, and fellowships be reported on a student’s federal tax return. All students are urged to maintain accurate records of the financial aid received and to keep receipts of related educational expenses. For more information about possible federal tax liability, consult your tax advisor or the Internal Revenue Service.

Federal Satisfactory Academic Progress Guidelines

In order to be making satisfactory academic progress toward a degree, for purposes of receipt of Title IV Federal Student Assistance, a graduate student must meet at least the GPA required for good academic standing at the institution and:
1. Accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution; and
2. Not have attempted more than 150% of the credits normally required for completion of the degree.

Students will be measured against the satisfactory academic progress standard at the end of the spring term to determine eligibility for receipt of Title IV student financial assistance for the upcoming year.

Appeals

Graduate students who fall below Federal Satisfactory Academic Progress guidelines may appeal through the Registrar’s Office, North Administration Building (2A), Room 110, to regain eligibility for receipt of Title IV federal student assistance.
Appeals will be evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, change in academic program, and the reasonableness of the student’s capability for improvement to meet the appropriate standard for the degree program in which the student is enrolled.

Federal Work-Study Program
This program provides on- and off-campus employment opportunities for eligible students. At the time this Catalog was written, on-campus wage rates were $9.00 per hour for graduate students. Work schedules are developed around a student’s class schedule and the average work schedule consists of ten hours per week.

Federal Perkins Loan Program
This is a loan program and funds received under this program must be repaid. All students receiving a Federal Perkins Loan complete a Web Federal Perkins pre-loan conference and take and pass the Default Reduction Test before the first disbursement of the loan proceeds each year. No Federal Perkins Loans will be disbursed to students who do not comply. Students are required to disclose their driver’s license number when applying for a Federal Perkins Loan and must provide, in writing, changes of address to the Office of Student Financial Aid within ten days of the change. Federal Perkins Loan borrowers must complete a Web Exit Interview prior to graduation, if they plan to transfer to another institution, leave the College for any reason, or continue their education as a less than half-time student (less than six credits). The online Entrance and Exit Interview sessions may be reached through the office Website www.csi.cuny.edu/finaid. Borrowers should be aware that federal regulations require the University to report the disbursement of and default on a Federal Perkins Loan to credit bureaus. Deferments and cancellations are available on these loans in certain circumstances, and these are covered in the Exit Interview. These small loans are awarded to students by the University. College services are withheld if a former borrower defaults on a loan.

Federal Direct Loan Programs
The elements listed below are common to all the Federal Direct Loan programs unless otherwise noted:

1. The application may be obtained from The Hub, the Student Financial Aid Office, or from the CSI Website at www.csi.cuny.edu/finaid.
2. Promissory notes must be completed on the Web at www.dienote.ed.gov. You will need your federal PIN number to sign your note electronically. This electronic multiple-year promissory note (e-MPN) is cumulative. After signing the e-MPN, a disclosure notice will be sent to you each time a disbursement is made.
3. All Direct Loans must be repaid.
4. A Web Entrance Interview is required for the first loan at CSI. This is available through www.csi.cuny.edu/finaid.
5. Students who carry less than six credits a term or who leave the College for any reason must complete a Web Exit Interview. The Exit Interview can be reached through the College Website mentioned above. Holds will be placed on the academic records of students who fail to complete the Exit Interview.

7. College academic services will be withheld for anyone defaulting on a loan.

Federal Direct Subsidized Loans
FAFSA data must be received before a Federal Direct Loan can be processed. Graduate students may borrow up to $8,500 annually if the College budget permits. The aggregate graduate Federal Direct Loan limit is $138,500, which includes undergraduate borrowing.

Federal Direct Unsubsidized Loans
A student applicant must establish his/her eligibility or ineligibility for the Federal Direct Subsidized Loan before a Federal Direct Unsubsidized Loan can be processed. Students borrowing under this program must either capitalize the interest or pay the interest on a monthly basis while attending graduate school. The maximum yearly amount a student can borrow from both the Federal Direct Subsidized and Federal Direct Unsubsidized Loan Programs combined is $18,500.

New York State Financial Aid
Eligibility: A student must:

1. be a New York State resident for a year prior to the start of a semester, and
2. be a U.S. citizen or permanent resident alien or paroled refugee, and
3. be a full-time matriculated student, and
4. enroll for at least 12 credits that meet the requirements of the student’s curriculum, and
5. meet the TAP Progress and Pursuit guidelines, and
6. not be in default on a Federal Loan or if in default, have completed the required process to obtain “Renewed Eligibility,” and
7. be economically eligible based on current New York State criteria.

TAP Progress and Pursuit Standards
Students must meet the TAP Progress and Pursuit guidelines prior to the start of each term. Students who do not meet one of these standards lose their TAP eligibility and are notified of this by the Registrar. The Pursuit and Progress Chart appears below.

Appeals
A student who has failed to meet either the Progress or Pursuit guidelines or both may apply for one waiver which, if granted, will allow that student one additional TAP award. At the end of the waiver semester, the student must meet the TAP Progress and Pursuit requirements to be eligible for all future TAP awards.

Appeals will be evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, changes in academic program, and the reasonableness of the student’s capability for improvement to meet the appropriate standard for the degree program in which the student is enrolled.
CSI Financial Aid

Scholarships
A limited number of scholarships are available for full-time graduate students in recognition of academic excellence and community/College service. Designated scholarships are awarded for study in a variety of fields. Information and applications are available at the Career and Scholarship Center, South Administration Building (1A), Room 105; telephone 1.718.982.2300. Applications are also available on the Web at www.csi.cuny.edu. See the deadline dates on the Web.

Aid for Doctoral Candidates
Information about fellowships, assistantships, and other financial aid opportunities for doctoral candidates taking coursework at CSI is available through the Financial Aid Office at the Graduate School and University Center at 365 Fifth Avenue, New York, NY 10016-4309; telephone 1.212.817.7460; and via the Web at www.gc.cuny.edu. You may also link to the Graduate School Website from CSI’s Financial Aid Webpage at www.csi.cuny.edu/finaid.

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**Graduate Progress Chart**

<table>
<thead>
<tr>
<th>PROGRAM PURSUIT*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be certified for payment #:</td>
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<td></td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>student must have completed this percentage of coursework the last semester State aid was received</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>75</td>
<td>75</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>

*Undergraduate payments, if any, are counted toward program pursuit for graduate students.

<table>
<thead>
<tr>
<th>ACADEMIC PROGRESS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be certified for payment #</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[payment points to be accrued]</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>at the end of the prior semester, student must</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(a) have earned this # of credits*</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>(b) with at least this GPA</td>
<td>0</td>
<td>2.00</td>
<td>2.50</td>
<td>2.75</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

*Includes successful completion of credit-equivalent work as set forth in Section 145.2.1 of the Commissioner's Regulations.
ACADEMIC POLICIES AND PROCEDURES

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

Registration
Students must register each semester. Registration materials are sent by the Office of the Registrar prior to registration to all current, readmitted, and newly admitted students. Registration is not complete until all financial obligations have been satisfied. Programs may be changed and courses dropped or added until the end of the first week of classes. A detailed set of instructions for registration is published each semester in the Schedule of Classes. Students who do not register each semester must maintain their matriculation or apply for readmission (see section under Admissions).

Full-Time Classification
Graduate students are classified as full-time if they are taking 12 or more credits. Graduate students are also eligible for “Certified Full-Time” status from the Registrar even though they are not enrolled in 12 credits of coursework, if they are engaged in such activities as individual research on a degree-related project, teaching in the College, serving as a research assistant, or doing original research. Such certification must be in writing from the graduate program coordinator and must define the activity in terms of credit hours.

Attendance Policies
Instructors are required to keep an official record of class attendance. Students are expected to attend all sessions. A student who is absent in excess of 15 percent of the class hours in one semester is assigned a grade of WU (withdrew unofficially), subject to the discretion of the instructor.

Graduate Program 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.

1. 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 see the program description.

2. 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 degree program.)

3. Credits as a Non-Matriculated Student. Not more than 12 credits of graduate courses may be taken as a non-matriculated student, unless the student already holds another master's degree.

4. 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.

5. Five-Year Time 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.

6. Grade Point Average for Retention. 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.

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

8. Grade Appeals. Students wishing to appeal a grade other than WU (withdrew unofficially) or FIN (F from incomplete) must do so within 60 school days, excepting summer session, following the end of the semester. Appeals must be submitted in writing to the chairperson of the department in which the course was offered. Upon receipt of the appeal, the chairperson shall direct the student to discuss the issue with the instructor who assigned the grade. If the issue remains unresolved, the student may request a review by the Department Committee on Grade Appeals, composed of three faculty members. The committee shall review all information presented by the student and the instructor and render a decision within 30 days after the student requested the grade review. If the committee upholds the appeal by a vote of 3-0, the chairperson shall change the grade to reflect the decision of the committee. If the committee does not uphold the student, there is no further appeal within the College.

In all deliberations on grade appeals, the burden shall be on the student to prove that a violation of the College’s regulations occurred or that the instructor’s own stated criteria for grading, which shall have been enunciated at the beginning of the semester, have not been followed. Students needing advice on the procedure may consult a counselor.

Students wishing to appeal a WU or a FIN grade must file a written petition supported by documentation to the Graduate
9. **Academic Dismissal.** Students whose academic performance falls below the minimum requirements may be dismissed from the College upon review by the Graduate Studies Committee.

10. **Graduation.** Students who believe they will have fulfilled the degree requirements must file for graduation by the date specified in the College calendar in the Schedule of Classes. There is no fee for this application. Application for graduation may be submitted online at [www.csi.cuny.edu/registrar](http://www.csi.cuny.edu/registrar) or in person at The Hub, North Administration Building (2A), Room 106.

**Grading Symbols and GPA equivalents**

Grading symbols used are: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), F (0), INC (incomplete), FIN (failure due to incomplete), W (withdrawn), WA (administrative withdrawal), WU (withdrawn unofficially), and PEN (for thesis courses).

F - Graduate courses in which a student has received an F grade may be repeated; however, the grade of F will continue to be calculated in determining the GPA. Students should refer to the requirements of the program for any specific policy regarding F grades.

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.

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.

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.

**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 Affairs.

**The “Grandfather” Clause**

Requirements in this Catalog were approved effective September 1, 2004. 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 interruption in 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.

**Transcripts and Grade Reports**

Grade reports are issued at the end of each semester. Students may request that their transcript be sent to other institutions (see Fee Schedule). Official transcripts are signed and sealed by the Registrar.

**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 these 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 to the CSI Library are in Appendix i.

**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.

**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.
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 (see Undergraduate Catalog, appendix ii). 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.

I.D. Cards
A validated I.D. card, issued by the Office of Public Safety, must be carried by a student on campus at all times.
ACADEMIC SERVICES/STUDENT SERVICES

Campus Center - Office: Campus Center (1C), Room 201
The Campus Center is the focal point of extra- and co-curricular student life. It houses the Office of Student Life, the Student Government and clubs, student publications, the CSI Association Inc., and the Auxiliary Services Corporation. Such services as the bookstore, cafeteria, Park Café, the College Health Center, the Wellness Program, and the Peer Drop-in Center are located in the Campus Center. Lounges for entertainment and studying, a computer lab, a video game room, conference and meeting rooms, and lockers are available for student use. WSIA-FM (88.9) broadcasts from the Campus Center. Questions regarding use of facilities and locker rentals may be directed to the Campus Center, Room 201. The telephone number is 1.718.982.3071.

Center for the Arts - Office: Center for the Arts (1P), Room 116
The Center for the Arts contains, in the instructional wing, the Department of Media Culture and the Department of Performing and Creative Arts, studios, performance and rehearsal spaces, a screening room, a recital hall, 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 houses the Clara and Arleigh B. Williamson Theatre, a 442-seat, proscenium-stage theater; a 911-seat Concert Hall; a recital hall and a lecture hall; and an art gallery. The Center for the Arts presents a year-round performing arts series that includes jazz, drama, dance, classical, popular, folk, world, country, and family programming.

Center for International Service - Office: North Administration Building (2A), Room 206
The Center for International Service 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, administers the English Language Institute, and facilitates international development programs. Guidance for the Center's activities is provided by a faculty advisory committee.

Disability Services - Office: Center for the Arts (1P), Room 101
The Office of Disability Services has responsibility for providing services for students with documented disabilities. All documentation is kept confidential and should be submitted directly to the Office. Services include pre-admissions counseling and accessibility information, advisement, priority registration, and testing accommodations. Software for tutorial programs, personal computers, scientific calculators, tape recorders, and a Braille writer are available. The Resource Center for the Deaf serves the specific needs of deaf and hard of hearing students by providing interpreters, tutors, and notetakers. Interpreters are available for academic advisement, teacher conferences, or College business. The College’s policy for students with disabilities conforms to federal guidelines and the Office offers services mandated by federal and state law. All students with disabilities are encouraged to use the services of the Office. Services are available also to students who are temporarily disabled.

Evening, Summer, and Weekend Services - Office: North Administration Building (2A), Room 204
A wide choice of courses have regularly scheduled evening, summer, and weekend classes as integral components of the College’s offerings. Courses are scheduled to accommodate matriculated students in graduate, baccalaureate, and associate's degree programs who can attend only in the evening or on weekends, as well as those students whose classes are mainly on weekdays.

The Summer Session offers undergraduate and graduate courses in a mix of schedules: four-week courses meet day and evening, Monday through Thursday in June and July; six-week courses meet Saturday and Sunday mornings during June and July; eight-week courses meet day and evening, Monday/Wednesday or Tuesday/Thursday during June and July.

Matriculated and non-matriculated students may register for one or more courses in the evening, summer, and weekend sessions.

Health Services - Office: Campus Center (1C), Room 112
The College Health Center, located on the main floor of the Campus Center, Room 112, is staffed by College personnel, including a full-time Registered Nurse and part-time nurse practitioners (funded by the Student Activity Fee) in collaboration with Staten Island University Hospital. Services include emergency care, physicals, immunizations, consultations, and referrals to outside agencies and clinics, smoking cessation, nutritional counseling, and HIV/AIDS counseling and testing. The telephone number is 1.718.982.3045; TTY 1.718.982.3315; email: healthcenter@postbox.csi.cuny.edu. For more information, please consult our Webpage at www.csi.cuny.edu/studentaffairs/healthcenter.

Laboratories
The Biological Sciences/Chemical Sciences 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.

Library/Media Services - Office: Library (1L), Room 109
The Library is the focal point of the South Academic Quadrangle. The building, with its distinctive rotunda, is the home for 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 and 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; and media distribution services in support of instruction.

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 microform area, 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–Thursday 8:00am – 10:00pm
Friday 8:00am – 8:00pm
Saturday 8:30am – 5:00pm
Sunday Noon – 5:00pm

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 210,000 bound volumes of books, 96 online databases (of which more than 30 are full text), 1,100 current print journal subscriptions, 800 titles in microform, 2,000 videos and films, and over 4,000 sound recordings.

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.

Media Services – Library (1L), Room 201
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.

Office of Information Technology - North Administration Building (2A), Room 303
Vice President for Technology Systems, Professor Michael Kress
The Office of Information Technology (OIT) advances and supports the use of information technology at the College. OIT administers 20 general purpose computer laboratories and 23 specialized computing laboratories in conjunction with academic departments for student use. The microcomputers, approximately 2,500 on campus, are connected through a high-speed local area network. This hardware configuration allows students, faculty, and staff full access to specialized software, the Internet, online library resources, and email. Forty-five classrooms, two conference rooms, and two portable units are equipped to run multimedia presentations from a central location. One of the conference rooms is equipped for two-way videoconferencing. Most microcomputers on campus use Windows 2000 or Windows XP. The OIT homepage is www.csi.cuny.edu/helpdesk/.

Email Accounts
All CSI students are automatically set up with an email account when they register for classes their first semester. Students can obtain information about their account by visiting any open computer laboratory; by going to the Library Building (1L), Room 204; by calling 1.718.982.4080, or by going to our Website at www.csi.cuny.edu/studenthelpdesk/ServicesInstructions.

Sports and Recreation Center - Office: Sports and Recreation Center (1R), Room 204
This 77,000 square-foot, multipurpose facility and surrounding athletic fields serve the intercollegiate and intramural sports and recreation programs for students. On a membership basis, faculty, staff, alumni, and the general public also have access to the facilities.

Student Services - Office: South Administration Building (1A), Room 301
Vice President Carol Jackson
The Division of Student Affairs is concerned with all aspects of student life at the College and provides a comprehensive program of support services that include, in addition to those services listed above, academic, personal, and career counseling; placement; as well as extracurricular activities that are scheduled during both day and evening hours.
**PROGRAMS AND DEGREE REQUIREMENTS**

### Graduate Degrees and Certificate Programs

**Biology (MS)**

- Business Management (MS)
- Cinema and Media Studies (MA)
- Computer Science (MS)
- Education
  - Childhood (Elementary) (MSEd)
  - Adolescence (Secondary) (MSEd)
  - Special (MSEd)
  - Post-Master's Advanced Certificate for Leadership in Education
- English (MA)
- Environmental Science (MS)
- History (MA)
- Liberal Studies (MA)
- Neuroscience, Mental Retardation, and Developmental Disabilities (MS)
- Nursing
  - Adult Health (MS)
  - Gerontological (MS)
  - Post-Master's Advanced Certificate in Adult Health Nursing
  - Post-Master's Advanced Certificate in Gerontological Nursing
- Physical Therapy (BS/MS)

**Doctoral Degree Programs**

**Biology (Neuroscience subprogram) (PhD)**, offered jointly with the City University Graduate School

- Computer Science (PhD), offered jointly with the City University Graduate School
- Physical Therapy (DPT), offered jointly with the City University Graduate School
- Physics (PhD), offered with the PhD program of the City University Graduate School
- Polymer Chemistry (PhD), offered jointly with the City University Graduate School and Brooklyn College

**Master of Science in Biology (MS)**

Program Coordinator: Professor Richard Veit

Biological Sciences/Chemical Sciences Building (6S), Room 129

Email: biologymasters@mail.csi.cuny.edu

Telephone: 1.718.982.3862

(See section Graduate Courses in Selected Disciplines for biology courses for teachers.)

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 molecular/cellular experimentation and ecology. 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 the doctorate.

The program prepares students for careers in the expanding fields of molecular biology, genetic engineering, and conservation biology. 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.

Students with initial certification in Adolescence Education* (Biology) wishing to obtain professional certification in Biology will complete a program of 33 graduate credits. Students in the program enroll in ESC 601 (3 credits) and BIO 799 (6 credits) with others in their cohort. In addition to the courses listed above, they are required to take EDS 694 Advanced Studies in Teaching Secondary School Science (3 credits). Students who choose this program of study will complete a thesis with guidance from faculty of the Departments of Biology and Education.

*Approved by University Governance; pending NYSED approval.

### Admissions 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 submit a CSI Graduate Admissions Application and a Department of Biology application.

1. BS in Biology degree from an accredited college (students in the last semester of undergraduate study and students with a baccalaureate in another 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. General Aptitude Test and the Advanced Test in Biology of the Graduate Record Examination.
5. 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.

### Retention in the Program

A minimum GPA of 3.0 (B) is required for the 30 credits of required courses, of which six credits may be allocated to thesis research. Four courses are required of all candidates: BIO 603, BIO 604, BIO 605, and ESC 601. The remaining courses, 11 credits, will be chosen according to the student’s career goals.

Prior to the completion of 15 credits, students are required to present their research proposal to their Thesis Committee. The student’s Committee will consist of at least three members, two of whom must be faculty in the Biology Department, including the student’s adviser.

Prior to the completion of 15 credits, students must provide evidence of proficiency in writing and speaking, computer skills, and statistics.
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 in The City University may be applied toward the MS in Biology, and a maximum of six credits of courses taken at colleges outside The University may be accepted for transfer. A grade of 3.0 (B) is the minimum grade accepted for transfer credit.

Degree Requirements: 30 credits
Four required courses: (13 credits)
- BIO 603 Scientific Communication I 3 credits
- BIO 604 Scientific Communication II 3 credits
- BIO 605 Statistical Analysis 4 credits
- ESC 601 The Biosphere and Our Species 3 credits

Ecology, Evolution, and Behavioral Biology; Molecular, Cellular, and Developmental Biology; Multidisciplinary; and Physiology courses chosen from the following lists: (11 credits)

Ecology, Evolution, and Behavioral Biology
- BIO 720 Entomology
- BIO 721 Evolution of Primates
- BIO 722 Marine Ecology
- ESC 722 Marine Ecology
- BIO 723 Ornithology
- BIO 724 Plant Population Biology
- BIO 727 Conservation Biology
- BIO 730 Principles and Methods of Systematics, Evolution, and Phylogeny
- BIO 735 Biogeography
- BIO 736 The Mammals

Molecular, Cellular, and Developmental Biology
- BIO 740 Advanced Microscopy
- BIO 741 Cell Culture Techniques
- BIO 742 Cell Physiology
- BIO 743 Cellular Toxicology
- BIO 744 Laboratory Methods in Cell Biology
- BIO 750 Laboratory Methods in Molecular Genetics
- BIO 751 Molecular Genetics

Multidisciplinary
- BIO 760 Introduction to Bioinformatics and Genomics
- BIO 761 Mathematical Methods in Biology
- BIO 771 Principles of Epidemiology

Physiology
- BIO 780 Comparative Physiology
- BIO 781 Laboratory Methods in Physiology
- BIO 782 Vertebrate Endocrinology
- BIO 783 Environmental and Evolutionary Physiology

In satisfying these 11 credits, students may take up to nine credits in other departments at CSI, at other senior colleges in CUNY, or at the Graduate School.

Research
- BIO 799 Thesis Research 1 – 6 credits

Courses
ESC 601 The Biosphere and Our Species
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.

BIO 603 Scientific Communication I
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 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 lecture hours, 3 laboratory hours; 4 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 statistical program.
Prerequisite: CSC 126 recommended; or equivalent psychology courses

BIO 720 Entomology
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 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 socio-biology 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
(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

BIO 723  Ornithology
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 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
(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

BIO 730  Principles and Methods of Systematics, Evolution, and Phylogeny
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 731  Principles and Methods of Systematics, Evolution, and Phylogeny
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 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.

BIO 736  The Mammals
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
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 272 or equivalent

BIO 741  Cell Culture Techniques
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
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
(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.
Prerequisites: CHM 256 and BIO 314 and BIO 352 or equivalent

BIO 744  Laboratory Methods in Cell Biology
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
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.
Prerequisites: BIO 312 and BIO 352 or equivalent

BIO 751  Molecular Genetics
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 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, cloning 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 analysis. 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 526

BIO 761  Mathematical Models in Biology
5 lecture hours, 3 laboratory hours; 4 credits
Prerequisites: MTH 230 or equivalent plus at least one advanced course in biology (300 level or above)

BIO 771  Principles of Epidemiology
5 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 disease 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 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
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
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, CHEM 256 or equivalent

BIO 783  Environmental and Evolutionary Physiology
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
Hours and credits vary, maximum six credits with a maximum of 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.

Master of Science in Business Management (MS)*
Program Coordinator: John Sandler
Business Building (3N), Room 238
Telephone: 1.718.982.2921

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 skills with required courses in major decision making areas. Students will study advanced analytical methods and theory and acquire experience with new technology.

The Department of Business at CSI 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 will have learned the analytical methods currently used to assess businesses and non-profit organizations, planning and implementation processes, and control methods.
- Graduates will have updated and honed 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.
- Graduates with a background in accounting will acquire the credentials to sit for the CPA examination.

*Approved University Governance; pending NYSED approval

### Admission Requirements

Students may apply for admission to the program for the fall or spring semesters. A graduate Management Steering Committee comprised of the coordinator of the program and deputy area coordinators from accounting, finance, information systems, international business, management, and marketing will determine admissions using the following criteria:

- Successful applicants must have a Baccalaureate degree in Accounting or Business (or related fields such as Corporate Communications and Economics) from an accredited institution and a grade point average of 3.0 higher. Other potential students may apply after taking proficiency courses.
- They must take the GMAT examination and achieve a minimum score of 550. This scoring level is consistent with the admissions criteria of business programs worldwide. According to the “Graduate Management Admissions Council’s Guide to the use of the GMAT” (2002), an overall score of 540 was the median score of the test taking population for examinees tested from January 1999 through December 2001 (www.testmastergmat.com/gmat/GMATInformation/scale.aspx). Students with degrees in Corporate Communications may offer the GRE examination.
- 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 or 250 on the computer-based version.
- They must supply two letters of recommendation from instructors or employers. One letter, whenever possible, should come from a current or former employer.
- The Steering Committee may request an interview.

### 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. Most students will have satisfied prerequisites in accounting (2 courses), 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. Those who have not may be permitted to remedy undergraduate deficiencies, but courses taken to remove the deficiencies must be in addition to their regular coursework.

With prerequisites satisfied, all students are required to take four core courses:

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

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 four more advanced courses:

- **MGT 710** Leadership and Organizational Effectiveness
- **MGT 720** Global Business Strategy
- **MGT 730** Strategic Human Resource Management
- **MGT 770** Managerial Decision Making and Applications

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 elect two courses from a group of seven:

- **ACC 730** Accounting/Management Information Systems
- **ACC 740** Tax Strategies and Business Decisions
- **FNC 730** Financial Statement Analysis
- **FNC 740** Financial Planning
- **MKT 730** Services Marketing and Management
- **MKT 740** Business-to-Business Marketing
- **MGT 790** Seminar in Contemporary Business Topics (including topics in Information Systems, Internet Marketing, Entrepreneurship, etc.)
Courses

**ACC 600  Introduction to Financial and Managerial Accounting**
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 730  Accounting/Management Information Systems**
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

**FNC 600  Financial Management**
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 730  Financial Statement Analysis**
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 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

**MGT 600  The Administrative Process**
3 hours; 3 credits
This course introduces students to the key issues involved in the management of organizations. Major topics include the nature of management and the skills required for success, the organization's internal and external environment, organizational ethics, and the functions of managers (planning, organizing, leading/motivating, and controlling).

**MGT 605  Business, Government, and Society**
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 hours; 3 credits
A systematic analytical approach to understanding, predicting, and controlling human behavior in organizations is presented in this course. Special consideration is given to the relationship of the individual and the organization, groups and the organization, and organizational development. The course is presented within the framework of providing leadership for the organization and its employees.
Prerequisites: MGT 600, MGT 605

**MGT 720  Global Business Strategy**
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 730  Strategic Human Resource Management**
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 770  Managerial Decision Making and Applications**
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 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: Instructor permission

MKT 600 Strategic Marketing Management
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 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 test readings, case analysis, and other exercises to build key themes.
Prerequisite: MKT 600

MKT 740 Business-to-Business Marketing
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

Master of Arts in Cinema and Media Studies (MA)
Program Coordinator: Associate Professor Cindy Wong
Center for the Arts (1P), Room 232B
Email: cinemamasters@mail.csi.cuny.edu
Telephone: 1.718.982.2615 or 1.718.982.2541
(See section Graduate Courses in Selected Disciplines for cinema and media studies courses for teachers.)
The MA in Cinema and Media Studies offers an intensive study in film and media history, theory, research, and methodology. The program provides a strong foundation for those students who wish to pursue doctoral or other advanced studies in film and other media disciplines.

In addition, the program offers post-undergraduate students the opportunity to enrich and advance their career objectives in media and communications industries. Courses emphasize the study of film and media as a set of discursive and interdisciplinary practices, as signifying systems, as sets of strategies that evoke certain responses within particular interpretive communities, as a set of economic and social institutions, and as powerful ideological devices for expressing and suppressing selective aspects of national identity or race or gender. Students work closely with faculty to develop strong analytical skills to complete a written or media production thesis. The College’s location enables students to pursue extensive research and internships in New York City’s archives, theaters, museums, galleries, and libraries. For those students completing a media production thesis, the College houses a film and video workshop, digital media lab, and television studio with close faculty advisement.

Admission Requirements
Applicants to the program are expected to have the Bachelor of Arts or Bachelor of Science degree in a liberal arts and sciences major and to have completed with a B average the undergraduate courses required for the BA in Cinema Studies or Bachelor of Science in Communications at the College of Staten Island, or their equivalent. Applicants must also submit a one-page statement of intent detailing interest in the field, background in film and media studies, and/or research interests; a GRE exam report (CSI number is 13619); a ten- to 12-page writing sample (a short critical essay on a film topic or other related media); and three letters of recommendation.

Students transferring from other majors or other colleges will be permitted to remedy undergraduate deficiencies while working toward the MA, but courses taken to remove the deficiencies must be in addition to their regular coursework for the MA, and at a minimum they must include either CIN 100 Introduction to Film or COM 150 Introduction to Communications.

Priority deadlines for receipt of applications for admission are April 15 for the fall semester and November 15 for the spring semester.

Degree Requirements
36 credits in graduate cinema and media studies courses that must include the following core requirements*:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 700</td>
<td>History of Media</td>
</tr>
<tr>
<td>CMC 705</td>
<td>Film and Media Research Analysis</td>
</tr>
<tr>
<td>CMC 710</td>
<td>Studies in Film and Media Theory</td>
</tr>
</tbody>
</table>

All remaining credits are to be fulfilled, following advisement, through electives offered in the graduate program in Cinema and Media Studies.

*Students who choose to complete a written or production thesis must apply to the departmental graduate studies committee for approval. Please see Options A and B below for thesis procedures and guidelines.

Note on production courses: A maximum of nine credits in film or media production may be counted toward the degree, with the approval of the candidate’s graduate adviser. Graduate independent study in film production is only granted with permission of the instructor and program coordinator.

Note: Students who elect Option A or B should maintain a 3.7 GPA or higher. Satisfactory completion of one of the following three options:
Option A: Written Thesis

Topics suitable for the master’s thesis span the entire range of cinema and media theory, history, and practice. Possible topics include studies of media producers, history of media production and its institutions, media and spectatorship, ideology and production of film and media works, and media in relationship to issues of race, gender, class, and nation. The thesis length should run approximately 70-80 pages. Whenever possible, the topic of the thesis should extend or at least reflect the candidate’s graduate coursework. Candidates should be aware of the following steps to be taken in completing the thesis option:

Written Thesis Procedures and Guidelines

1. Each candidate is strongly advised to take CMC 705 (Film and Media Research) before undertaking the MA thesis. The course prepares students for the process of researching and writing the master’s thesis. The student may also prepare the thesis proposal with faculty supervision through CMC 894 (Independent Study) or independently.

2. Each candidate must submit a comprehensive proposal to the graduate studies committee before beginning the actual thesis. The committee must approve this proposal and may request revisions and/or a meeting with the candidate to discuss it. If the committee does not approve the thesis proposal, the candidate is required to take the MA comprehensive examination. A student seeking to appeal the committee’s decision regarding the thesis may appeal in writing to the graduate studies coordinator.

3. Once approved, each candidate must choose a thesis committee composed of three members of the full-time faculty of the Department of Media Culture. The chair of the thesis committee will direct the researching of the thesis and preparation of the manuscript through CMC 799 (Thesis Research), which may be repeated once for credit (maximum 8 credits). The other two members of the thesis committee will evaluate the thesis proposal, the completed thesis, and suggest revisions. The thesis committee may request a meeting with the candidate at any time during the process.

4. A copy of the completed thesis is submitted to each member of the thesis committee. Successful completion of the MA thesis requires the approval of all thesis committee members.

Option B: Original Film or Media Production Thesis

For this option, students may submit an original film or media work. Students who elect this option must also fulfill the requirements of Option C, item (1), Film and Media History. The examination will be a take-home exam and must be completed in five days. Students choosing the production thesis option may, under the advisement of the graduate faculty, need to complete an undergraduate production course(s).

Production Thesis Guidelines:

1. A film or video production thesis, whether undertaken in the fictional, nonfictional, or experimental genres, should run 20 to 45 minutes in length when complete. Ideally, the thesis project should emerge from the candidate’s prior coursework in production.

Option C: Examinations

This option consists of a comprehensive take-home written examination. This examination will be divided into two parts:

1. Film and Media History: this section includes the following subject areas: periods, genres, authorship, international cinema, and media practices.

2. Film and Media Theory: this section includes critical and theoretical writings on cinema and media, including such theoretical models as formalism, semiotics, psychoanalysis, gender and feminism, and cultural studies approaches.

3. Each section will comprise two questions. Students must answer one question in essay form from each section.

4. The examination will be taken only upon completion of coursework. It will be given once a year, in May. Applications to take the examination must be made no later than March 15 of the year the examination is to be taken.

5. The questions on the examination will take into account the specific areas of knowledge covered in the required core seminars and selected elective courses. Selected bibliography as well as a list of media works will be made available to the students once the department receives notice of application for the exam. Answers to the questions should each be ten double-spaced, typed pages minimum. Completed examinations will be due ten days after issuance.
The complete examination will be read by members of the graduate Cinema and Media Studies faculty who may request a meeting with the candidate to discuss it. When the faculty approves the examination, it will be retained in the Department files, although the candidate may retain a copy.

**Maintenance of Candidacy**
To maintain candidacy for the MA degree, full-time students must maintain a B (3.0) average in each 12-credit semester. Part-time students must maintain a B average in each successive 12-credit sequence of courses taken.

**Note:** All candidates should be aware that they must pay the maintenance of matriculation fee during any semester in which they are not enrolled, unless they are not using College facilities (including the Library and screening facilities) during this period. In this case, they may pay the reinstatement fee and the maintenance fee for the semester in which they are graduating. If the candidate has not paid for each semester, the reinstatement and maintenance fee for one semester may be paid, provided that the candidate has not used the College facilities and that the request is supported by a written statement from the committee chair.

**Courses**

**CMC 700 History of Media**
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.
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 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.
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 710 Studies in Film and Media Theory**
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 711 Film and Video Workshop**
4 hours; 4 credits
Research and production of thesis-level films and videos, especially for students pursuing the production thesis option.
Prerequisites: Matriculation in the graduate Cinema/Media Studies program and permission of instructor.

**CMC 712 Non-Linear and Multimedia Production**
4 hours; 4 credits
Intensive study of the techniques and aesthetics in contemporary media technologies. Students are encouraged to develop their own thesis-level projects and to apply the technologies covered directly to their own creative work. The course also examines the contemporary artistic field, especially through the effect of evolving technologies on distinct genres such as documentary, personal essay, and fine-art approaches to film, video, and multimedia.
Prerequisite: Matriculation in the graduate Cinema/Media Studies program or permission of the instructor.

**CMC 713 Studies in Authorship**
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 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 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 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 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; see Degree Requirements. 
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor

CMC 743  Nonfiction Media  
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 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 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 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 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  
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.

Master of Science in Computer Science (MS)  
Program Coordinator: Associate Professor Miriam Tausner  
Computer Science/Engineering Science and Physics Building (1N), Room 201  
Email: compscimasters@mail.csi.cuny.edu  
Telephone: 1.718.982.2845  
www.cs.csi.cuny.edu/grad  
(See section Graduate Courses in Selected Disciplines for computer courses for teachers.)

The program is designed to provide advanced education in this expanding 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 City University program in which CSI participates.

All students are required to take five foundation courses covering theoretical computer science, operating systems, computer architecture, programming methodology, and applied mathematics for computer scientists. The required Graduate Research Laboratory course is designed to enhance the capability of students to do independent work in the field. Courses to meet the remaining requirements are chosen in consultation with a graduate program adviser 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 exception of those courses specifically identified as computing for teachers or other computer science teacher education 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. Graduate Record Examination  
3. Demonstrable Knowledge of:
   High-Level Language  CSC 126  
   Assembly Language  CSC 220  
   Discrete Mathematics  CSC 228  
   Information Structures  CSC 326  
   Object-Oriented Software Design  CSC 330  
   Switching Theory  CSC 346  
   Calculus  MTH 230 or 231, and 232, 233; or 235, 236  
   Probability  MTH 311  
   Linear Algebra  MTH 338  
   or their equivalents. (See the CSI Undergraduate Catalog for descriptions of these courses.)
4. Students transferring from other related majors or entering from other colleges will be permitted to remedy upper-level undergraduate course deficiencies by taking any missing undergraduate mathematics course(s), CSC 228, CSC 326, CSC 330, and/or CSC 346 as non-matriculated graduate students. No
more than nine graduate credits may be completed before these
deficiencies have been remedied. However, courses taken to remove
deficiencies must be in addition to the regular coursework for the MS degree.

Degree Requirements
1. Matriculated status
2. A program of 12 courses (36 credits) with at least a 3.0 (B)
average. The following core courses are required of all students:
   - CSC 718 Operating Systems Design
   - CSC 722 Computability
   or
   - CSC 724 Formal Language Theory
   - CSC 727 Algorithms and Information Structures
   - CSC 740 Computer Systems Design
   - CSC 755 Applied Mathematics for Computer Science
   - CSC 759 Graduate Research Laboratory

   The remaining six courses will be chosen from courses listed below
   under specialization areas, with a maximum of three courses from any
   one specialization area.

   Exceptional students may be permitted to satisfy six credits of
   the total credit requirement with a master’s thesis.

Specialization Areas
Certain specialization areas within computer science are well
represented by the department faculty research interests. Students
interested in specializing in any of these areas are recommended to
take the listed courses. For additional CUNY Graduate Center courses in
a specialization area, consult the graduate program coordinator.

Software Engineering
   - CSC 710 Software Engineering
   - CSC 712 Compiler Construction
   - CSC 713 Advanced Systems Programming
   - CSC 714 Software Systems Analysis and Design
   - CSC 715 Database Theory
   - CSC 744 Computer Performance Evaluation
   - CSC 750 Computer-aided Analysis and Design
   - CSC 752 Management Information Systems

Multimedia and Image Processing
   - CSC 706 Computer Graphics
   - CSC 731 Artificial Intelligence and Knowledge Engineering
   - CSC 732 Neural Networks and Pattern Recognition
   - CSC 733 Natural Language Processing
   - CSC 735 Machine Learning and Data Mining
   - CSC 741 Digital Image Processing
   - CSC 758 Media Transmission and Characteristics

Networks, Telecommunication, and Architecture
   - CSC 742 Advanced Microcomputer Systems Design
   - CSC 747 Digital Signal Processing
   - CSC 748 Quantitative Analysis of Computer Architecture
   - CSC 756 Network Security
   - CSC 757 Communication Networks
   - CSC 760 High-speed LAN and WAN

   CSC 762 Fundamentals of Wireless Communications
   CSC 764 Intelligent Networks
   CSC 766 Broadband and SONET Networks

Courses

CSC 705 Advanced Microcomputer Systems Design
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.
Prerequisites: CSC 460 and 461 or equivalent

CSC 706 Computer Graphics
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 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 712 Compiler Construction
3 hours; 3 credits
The grammars of programming languages: lexical analyzers, parsers,
code emitters, and interpretation; global and peephole optimization;
runtime support; error management; translatory writing systems.
Prerequisite: CSC 727

CSC 713 Advanced Systems Programming
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 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. Post-
implementation analysis.

CSC 715 Database Theory
3 hours; 3 credits
In-depth review of database systems and extensive survey of the current
literature on the topic.
CSC 718 Operating Systems Design
3 hours; 3 credits
Processors and concurrent programming; memory management, I/O and file systems, scheduling, protection, user interfaces, and distributed system issues.

CSC 722 Computability
3 hours; 3 credits

CSC 724 Formal Language Theory
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 727 Algorithms and Information Structures
3 hours; 3 credits

CSC 731 Artificial Intelligence and Knowledge Engineering
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 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 hours; 3 credits

CSC 735 Machine Learning and Data Mining
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: CSC 751 or equivalent

CSC 740 Computer System Design
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 hours; 3 credits

CSC 742 Advanced Microcomputer Systems Design
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 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 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: CSC 755

CSC 748 Quantitative Analysis of Computer Architecture
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 hours; 3 credits

CSC 752  **Management Information Systems**
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 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**
(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.

CSC 756  **Network Security**
3 hours; 3 credits

CSC 757  **Telecommunication Networks**
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 inter-networking. 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: CSC 740

CSC 758  **Media Transmission and Characteristics**
2 hours lecture and one hour conference; 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: CSC 740 or CSC 757

CSC 759  **Graduate Research Laboratory**
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 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**
(Also ENS 762)
3 hours; 3 credits

CSC 764  **Intelligent Networks**
(Also ENS 764)
3 hours; 3 credits

CSC 766  **Broadband and SONET Networks**
(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.
Graduate Programs in Education
Department Chairperson: Professor Susan Sullivan
Email: sullivan@mail.csi.cuny.edu
Telephone: 1.718.982.3744
Education Building (3S), Room 208
The Department of Education offers programs leading to the Master of Science in Education (MSEd) in Childhood Education, Adolescence Education, and Special Education; and the Post-Master’s Advanced Certificate for Leadership in Education.

Education courses are identified according to the following ALPHA designations:
- EDA - Supervision and Administration
- EDC - Early Childhood
- EDD - General Education
- EDE - Childhood Education (Elementary Education)
- EDP - Special Education
- EDS - Adolescence Education (Secondary Education).

Students are also referred to the section on Graduate Courses in Selected Disciplines for courses of interest to teachers and courses designed especially for professionals in education. Graduate courses are available in American studies, biology, dramatic arts, geography, history, mathematics, political science, and philosophy of science.

Policies
The following policies apply to students in the master’s degree programs:

Admission
Admission and degree requirements are shown under the program descriptions that follow.

Admission with Advanced Standing
1. 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.
2. 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. Forms are available at the Registrar’s Office.

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.

Master of Science in Childhood Education (MSEd)
Program Coordinator for Sequence I: Professor Igor Arievitch
Education Building (3S), Room 215; telephone: 1.718.982.4006
Email: arievitch@mail.csi.cuny.edu
Program Coordinator for Sequence II: Associate Professor Greg Seals
Education Building (3S), Room 217; telephone: 1.718.982.3725
Email: seals@mail.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 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 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 teachers. 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. 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 2.75.

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 2.75.

For both sequences, applicants whose GPAs fall below the respective minimums may submit a letter of appeal to the appropriate 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 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 33-34 graduate credits. Sequence 2 consists of a minimum of 45-49 graduate credits. In both sequences, students are required to complete an acceptable educational research project, which is carried out under faculty supervision in EDD 631 Educational Seminar II.

**Credit Distribution for Sequence 1 (33-34 credits)**

1. **Required Areas of Study** 27-28 credits
   - **Educational Psychology:** One course from the following:
     - EDD 611 Advanced Educational Psychology
     - EDD 612 Sociocultural Development during Childhood
     - EDD 613 Developmental Psychology: Childhood
   - **Social Foundations of Education:** One course from the following:
     - EDD 606 History of Urban Education in the United States
     - EDD 616 Comparative and International Education
     - EDD 624 Multiethnic Approaches to Teaching
   - **Education of Students with Special Needs**
     - EDP 660 Teaching Students with Special Needs in the General Education Classroom
   - **The Disciplines and Pedagogy:** Students must take three courses from Group A and three from Group B. They must also take at least one course in each of the following areas: English language arts; mathematics; science and technology; and social studies.

   **Group A:** Three courses from the following:
   - DRA 601 Drama for the Schools
   - EDD 627 MTH 627 Historical Perspectives on Mathematics Topics
   - EDD 626 HST 626 Historical Themes and Interpretations
   - EDD 618 The Idea of the Contemporary University
   - EDD 628 Philosophy and Children
   - ESC 602 Environmental Science for Elementary School Teachers
   - POL 636 The Judicial Process
   - POL 737 The United States Constitution

   **Group B:** Three courses from the following:
   - EDC 600 Contemporary Curriculum in Early Childhood Education
   - EDD 620 The Teacher and Curriculum Improvement
   - EDD 642 New Media of Instruction
   - EDE 620 Advanced Social Studies Education
   - EDE 630 Advanced Science Education
   - EDE 631 Advanced Science in Early Childhood
   - EDE 640 Advanced Mathematics Education
   - EDE 642 Advanced Mathematics in Early Childhood Education
   - EDE 650 Advanced Study in Reading
   - EDE 651 Integrated Strategies for Underachieving Readers
   - EDE 652 Children's Literature
   - EDE 661 Music and Movement in Childhood Education
   - EDE 662 Advanced Art

   2. **Capstone Sequence:** Inquiry in Education 6 credits
      - Both of the following:
        - EDD 630 Educational Seminar I
        - EDD 631 Educational Seminar II

**Credit Distribution for Sequence 2 (45-49 credits)**

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

2. **Advanced Courses** 18-19 credits
   - **Education of Students with Special Needs**
     - EDP 660 Teaching Students with Special Needs in the General Education Classroom
   - **Foundations of Education:** One course from the following:
     - EDD 606 History of Urban Education in the United States
     - EDD 611 Advanced Educational Psychology
     - EDD 612 Sociocultural Development during Childhood
     - EDD 613 Developmental Psychology: Childhood
   - **Methods in Reading:** One course from the following:
     - EDE 651 Integrated Strategies for Underachieving Readers
     - EDE 652 Children's Literature
   - **Methods in Mathematics:** One course from the following:
     - EDE 640 Advanced Mathematics Education, Grades 3-6
     - EDE 642 Advanced Mathematics Education, Grades 1-2
   - **The Disciplines and Pedagogy:** Two courses
     - Students must take one course from Group A and one from Group B:

   **Group A:**
   - DRA 601 Drama for the Schools
   - EDD 627 MTH 627 Historical Perspectives on Mathematics Topics
   - EDD 626 HST 626 Historical Themes and Interpretations
   - EDD 618 The Idea of the Contemporary University
   - EDD 628 Philosophy and Children
   - ESC 602 Environmental Science for Elementary School Teachers
   - POL 636 The Judicial Process
   - POL 737 The United States Constitution

   **Group B:**
   - EDC 600 Contemporary Curriculum in Early Childhood Education, Grades 1-2
### Master of Science in Adolescence Education (MSEd)

**Program Coordinator for Sequence I:** Associate Professor Ken Gold  
Education Building (3S), Room 218; telephone: 1.718.982.3737  
Email: gold@mail.csi.cuny.edu  
**Program Coordinator for Sequence II:** Assistant Professor David Kritt  
Education Building (3S), Room 213; telephone: 1.718.982.4085  
Email: kritt@mail.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 2.75.

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 2.75.

For both sequences, applicants whose GPAs fall below the required minimums may appeal to the appropriate 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 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.

### Credit Distribution for Sequence 1 (33-38 credits)

1. **Required Areas of Study**  
   - 27-32 credits
   - Educational Psychology: One course from the following:  
     - EDD 611 Advanced Educational Psychology  
     - EDD 615 Developmental Psychology: Adolescence
   - Social Foundations of Education: One course from the following:  
     - EDD 606 History of Urban Education in the United States  
     - EDD 616 Comparative and International Education  
     - EDD 624 Multicultural Approaches to Teaching
   - Disciplines and Pedagogy: Six courses

   - **Education of Students with Special Needs:**  
     - EDP 660 Teaching Students with Special Needs in the General Education Classroom

   **Disciplines and Pedagogy:** Six courses

   - One course from the following:  
     - EDS 691 Advanced Studies in Teaching Secondary School Social Studies  
     - EDS 692 Advanced Studies in Teaching Secondary School English  
     - EDS 693 Advanced Studies in Teaching Secondary School Mathematics  
     - EDS 694 Advanced Studies in Teaching Secondary School Science

   - 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 Reading in the Content Areas and three courses in area of specialization

2. Capstone Sequence: Inquiry in Education 6 credits
   Both of the following:
   - EDD 630 Educational Seminar I
   - EDD 631 Educational Seminar II

Credit Distribution for Sequence 2 (45-52 credits)

1. Core Courses 12 credits
   - EDD 602 Studies in Urban and Metropolitan Education
   - EDD 610 Adolescent Development and Learning
   - EDS 607 Integrating Curricula and Learning through Discovery
   - One course from the following:
     - EDS 601 Teaching and Learning Secondary School Social Studies
     - EDS 602 Teaching and Learning Secondary School English
     - EDS 603 Teaching and Learning Secondary School Mathematics
     - EDS 604 Teaching and Learning Secondary School Science

2. Advanced Courses 24-28 credits
   - Teaching Students with Special Needs: One course from the following:
     - EDP 615 Teaching Exceptional Adolescents
     - EDP 660 Teaching Students with Special Needs in the General Education Classroom
   - Foundations of Education: One course from the following:
     - EDD 606 History of Urban Education in the United States
     - EDD 611 Advanced Educational Psychology
     - EDD 615 Developmental Psychology: Adolescence
     - EDD 616 Comparative and International Education
   - Disciplines and Pedagogy: 18-22 credits
     - EDS 654 Reading in the Content Areas
     - One course from the following:
       - EDS 691 Advanced Studies in Teaching Secondary School Social Studies
       - EDS 692 Advanced Studies in Teaching Secondary School English
       - EDS 693 Advanced Studies in Teaching Secondary School Mathematics
       - EDS 694 Advanced Studies in Teaching Secondary School Science
   - Four courses from the following:
     - Content area courses in either biology, English, history, or mathematics
     - EDD 642 New Media of Instruction

3. Field-based Courses: One of the following alternatives: 3-6 credits
   - EDS 609 Teaching Practicum I (2 credits)
   - EDS 610 Teaching Practicum II (1 credit),
   - EDS 611 Student Teaching (6 credits)

4. Capstone Sequence: Inquiry in Education 6 credits
   Both of the following:
   - EDD 630 Educational Seminar I
   - EDD 631 Educational Seminar II

Master of Science in Special Education (MSEd)

Program Coordinator for Sequence I and II: Associate Professor Effie Simmonds
Education Building (3S), Room 226; telephone: 1.718.982.3742
Email: simmonds@mail.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. 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).

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).

For both sequences, candidates whose GPAs are below 3.0 but above 2.5 may submit a letter of appeal 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 and sciences courses, as prescribed by the program coordinator, in which they must earn grades no lower than 2.7 (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.

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

1. **Required Education Courses**: 30 credits
   - EDP 610 Psychology of Exceptional Children
   - EDP 611 Social Foundations of Special Education
   - EDP 621 Teaching English Language Arts and Social Studies in Special Education and Inclusive Classrooms
   - EDP 622 Classroom Management in Special Education and Inclusive Classrooms
   - EDP 624 Reading: Assessment and Instruction in Special Education and Inclusive Classrooms
   - EDP 626 Principles of Assessment in Special Education
   - EDP 630 Practicum in Special Education
   - EDP 640 Fundamentals of Educational Research in Special Education
   - EDP 642 Research Project in Special Education
   - EDP 680 Integrating Technology in Math and Science Instruction in Special Education and Inclusive Classrooms

2. **Elective Courses**: One course from the following:
   - EDD 620 The Teacher and Curriculum Improvement
   - EDP 625 Reading: Advanced Instructional Methods
   - EDP 627 Assessment for Instruction in Special Education and Inclusive Classrooms
   - EDP 675 Issues in Bilingualism in Special Education and Inclusive Classrooms
   - EDP 685 Perspectives on Normalization and Integration in Special Education

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

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

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

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

**Post-Master’s Advanced Certificate for Leadership in Education**

Program Coordinator: Assistant Professor Ruth Silverberg
Education Building (3S), Room 105A; telephone: 1.718.982.3726
Email: silverberg@mail.csi.cuny.edu

The 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. All students move through the course of studies with a cohort.

**Admission Requirements**

1. A master’s degree with a minimum average of 3.0 (B).
2. Evidence of four years’ teaching experience in an accredited school or equivalent.
3. Professional recommendations (three).
4. An interview with faculty of the program and district partners.

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

**Degree Requirements**

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.
### Sequence of Courses

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<tr>
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<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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<td>EDA 724</td>
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<td>EDA 726</td>
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<td>Research Seminar in Leadership in Education</td>
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<tr>
<td>EDA 735</td>
<td>Law and Finance in Contemporary Schools</td>
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### Courses

**EDA - Supervision and Administration**

**EDA 710  Curriculum Design and Development**

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 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 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 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 hours; 3 credits

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 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 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 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 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 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 - Early Childhood Education**

**EDC 600  Contemporary Curriculum in Childhood Education in Grades 1-2**

3 hours; 3 credits

A study of controversial issues affecting early childhood programs, curriculum, and practice in grades 1 and 2. Discussions of contemporary issues are placed within the context of the history of early childhood curriculum and curriculum theory. Emphasis is on enlarging and refining students' thinking on issues that impact early childhood education.
EDC 601  Advanced Early Childhood Science and Mathematics Education
3 hours; 3 credits
An integrated approach to teaching science and mathematics at the early childhood level, grades N-2.

EDD - General Education

EDD 602  Studies in Urban and Metropolitan Education
3 hours; 3 credits
An examination of economic, social, and technological developments in American 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 (10) 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 hours; 3 credits
Examination of major developments in American 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 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 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 twenty (20) hours is included. Not open for students who have taken EDS 202 or its equivalent.

EDD 611  Advanced Educational Psychology
3 hours; 3 credits
This course is designed to acquaint the student with the broad scope of psychological investigations within the field of education. A critical analysis and evaluation of selected readings is intended to aid the student in interpreting professional literature.

EDD 612  Sociocultural Development during Childhood
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 hours; 3 credits
Psychological development of the child from birth to early adolescence, with emphasis on the cognitive, social, and emotional aspects of growth that play a major role in elementary school learning. Theoretical formulations and research findings will be related to situations and problems.

EDD 615  Developmental Psychology: Adolescence
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.

EDD 616  Comparative and International Education
3 hours; 3 credits
Comparison of educational philosophies and systems in the modern world.

EDD 618  The Idea of the Contemporary University
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, José 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 American university and its relationship to American society, especially lower educational institutions.

EDD 620  The Teacher and Curriculum Improvement
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 hours; 3 credits
Examination of social forces affecting the school in American 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 624 Multiethnic Approaches to Teaching
3 hours; 3 credits
Examination of the role of race, gender, ethnicity, and class in education. Beginning with a self-assessment of the impact of these interconnected issues, students analyze learning environments, developing their own theoretical foundations for addressing race, gender, ethnicity, and social class in their classrooms. The course will focus on the works of Paulo Freire, Henry Giroux, Bell Hooks, and Sandra Harding, among others.

EDD 626 Historical Themes and Interpretations
(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.

EDD 627 Historical Perspectives on Mathematics Topics
(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, cryptography, graph theory, geometry, and probability. Emphasis upon 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 218).

EDD 628 Philosophy and Children
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 630 Educational Seminar I
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: Students must have completed at least 21 credits of the graduate program prior to entry.

EDD 631 Educational Seminar II
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 642 New Media of Instruction
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.

EDE - Childhood Education (Elementary Education)

EDE 601 Teaching and Learning Social Studies in Elementary Education
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 fifteen (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 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 fifteen (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 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 fifteen (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 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 fifteen (15) hours is included. Not open for students who have taken EDE 303 or its equivalent.
**Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 608</td>
<td>Teaching Practicum I in Elementary Education</td>
<td>Students complete 30 days in a mentored teaching experience in an elementary school setting in grades 1-3 or 4-6. 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. Graded Pass (P) or Fail (F). Prerequisites: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, and EDE 604.</td>
<td>2 hours; 2 credits</td>
</tr>
<tr>
<td>EDE 609</td>
<td>Teaching Practicum II in Elementary Education</td>
<td>Students complete 20 days in a mentored teaching experience in an elementary school setting in grades 1-3 or 4-6. 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. Graded Pass (P) or Fail (F). Prerequisite: EDE 608.</td>
<td>1 hour; 1 credit</td>
</tr>
<tr>
<td>EDE 610</td>
<td>Student Teaching in Elementary Education</td>
<td>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. Graded Pass (P) or Fail (F). Prerequisites: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, and EDE 604.</td>
<td>6 hours; 6 credits</td>
</tr>
<tr>
<td>EDE 620</td>
<td>Advanced Social Studies Education for Elementary School Teachers</td>
<td>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.</td>
<td>3 hours; 3 credits</td>
</tr>
<tr>
<td>EDE 630</td>
<td>Advanced Science Education for Elementary School Teachers, Grades 3-6</td>
<td>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.</td>
<td>3 hours; 3 credits</td>
</tr>
<tr>
<td>EDE 631</td>
<td>Advanced Science Education for Elementary Teachers, Grades 1-2</td>
<td>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.</td>
<td>3 hours; 3 credits</td>
</tr>
<tr>
<td>EDE 640</td>
<td>Advanced Mathematics Education for Elementary School Teachers, Grades 3-6</td>
<td>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.</td>
<td>3 hours; 3 credits</td>
</tr>
<tr>
<td>EDE 642</td>
<td>Advanced Mathematics for Elementary School Teachers, Grades 1-2</td>
<td>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.</td>
<td>3 hours; 3 credits</td>
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<tr>
<td>EDE 650</td>
<td>Advanced Study in Reading</td>
<td>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.</td>
<td>3 hours; 3 credits</td>
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<tr>
<td>EDE 651</td>
<td>Integrated Strategies for Underachieving Readers</td>
<td>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.</td>
<td>3 hours; 3 credits</td>
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<tr>
<td>EDE 652</td>
<td>Children's Literature</td>
<td>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.</td>
<td>3 hours; 3 credits</td>
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</tbody>
</table>
**EDE 661  Music and Movement in Childhood Education**
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.

**EDM - Middle School**

**EDM 601  Teaching and Learning Social Studies at the Middle School Level**
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 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 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 conceptual change theories.
Prerequisite: Entry into Sequence 3 program

**EDP - Special Education**

**EDP 601  The Gifted Child in the Classroom**
3 hours; 3 credits
Understanding gifted children and how to meet their educational needs.

**EDP 602  Creative Arts in Special Education**
3 hours; 3 credits
A workshop in a variety of expressive art media used in teaching children with various learning disabilities.

**EDP 610  Psychology of Exceptional Children**
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 20 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.
Corequisite: EDP 640

**EDP 611  Social Foundations of Special Education**
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.
Prerequisite: EDP 610

**EDP 612  Foundations of Special Education**
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

**EDP 615  Teaching Exceptional Adolescents**
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 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 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 corequisites: EDE 602 and EDP 610 or EDP 611

EDP 622  Classroom Management in Special Education and Inclusive Classrooms
3 hours; 3 credits
The behavioral and psychoeducational approaches as they apply to classroom management. Techniques that increase desirable behaviors and techniques that ameliorate maladaptive behaviors 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.
Prerequisite: EDP 610 or EDP 612

EDP 623  Classroom Management in Special Education II: Practical Applications
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 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: EDE 602 and EDP 610 or EDP 611

EDP 625  Reading: Advanced Instructional Methods
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: EDE 602 and EDP 610 or EDP 611

EDP 626  Principles of Assessment in Special Education
3 hours; 3 credits
Basic principles of measurement, diagnosis, and student evaluation, including domains of intelligence, achievement, language, and behavior. Formal and informal assessment techniques for classification and placement decisions are discussed. Authentic (performance-based) assessment techniques for instructional planning and ongoing assessment are also covered.
Pre- or corequisite: EDP 610 or EDP 612

EDP 627  Assessment for Instruction in Special Education and Inclusive Classrooms
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 hours; 3 credits
Students complete 40 days or the equivalent in a mentored teaching experience: 20 days in a special education setting in grades 1-3 and 20 days in a special education setting in grades 4-6. 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.
Prerequisite: Students must have completed at least 18 credits of the graduate program, including EDP 610 and EDP 611, or EDP 612

EDP 631  Teaching Practicum I in Special Education
2 hours; 2 credits
Students complete 30 days in a mentored teaching experience in a special education setting in grades 4-6. 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.
Prerequisites: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, EDE 604, and EDP 621
EDP 632 Teaching Practicum II in Special Education
1 hour; 1 credit
Students complete 20 days in a mentored teaching experience in a special education setting in grades 1-3 or 4-6. 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 2 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: EDP 631

EDP 633 Student Teaching in Special Education
6 hours; 6 credits
Practice and problem solving in student teaching in elementary school special education settings. 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: EDP 602, EDP 609, EDE 601, EDE 602, EDE 603, EDE 604, and EDP 621

EDP 635 Primary Support Systems in Special Education and Inclusive Classrooms
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

EDP 640 Fundamentals of Research in Special Education
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: EDP 610, EDP 611, or EDP 612

EDP 642 Research Project in Special Education
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 643 Internship in Special Education I
2 hours; 2 credits
This two-sequence course emphasizes the philosophy, methods, and activities that reflect contemporary theories, research findings, and best practices in the field of special education, in group seminars or individual conferences. The fieldwork component will comprise internships with designated master teachers in special education classrooms. Faculty, master teacher, and graduate student will collaborate on various aspects of teaching and professional development.
Prerequisites: EDP 610, EDP 621, and EDP 622
This course is open only to graduate students who do not have two years’ teaching experience in a special education classroom. They will register for Part I, two credits, in the spring semester and Part II, one credit, in the fall semester.

EDP 644 Internship in Special Education II
1 hour; 1 credit
This second part of a two-sequence course will emphasize philosophy, methods, and activities that reflect contemporary theories, research findings, and best practices in the field of special education in group seminars or individual conferences. The fieldwork component will comprise internships with designated master teachers in special education classrooms. Faculty, master teacher, and graduate student will collaborate on various aspects of teaching and professional development.
Prerequisite: EDP 643
This course is open only to graduate students who do not have two years’ teaching experience in a special education classroom. They will have successfully completed Part I for two credits in the spring semester.

EDP 650 Special Education in the Early Childhood Years
3 hours; 3 credits
This course will emphasize the comparison of normal child development to the special developmental discrepancies of the child with 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 family 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 Education and Inclusive Classrooms at the Middle School Level
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 the Middle School Level**
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 Classrooms at the Middle School Level**
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 integrating Web-based activities and making effective instructional adaptations.
Prerequisites: EDM 603 and EDM 604

EDP 660  **Teaching Students with Special Needs in the General Education Classroom**
3 hours; 3 credits
This course prepares educators to provide for the individual special needs of students with learning and behavioral differences who are integrated into general education programs. The course includes exploration of instructional techniques applicable to all children, with special attention given to curricular adaptations necessary to modify instruction for pupils with special needs. A fieldwork component of twenty (20) hours is included.

EDP 665  **Transition: Career and Vocational Education in Special Education**
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; EDD 630
Pre- or corequisite: EDP 610. Students need not be bilingual

EDP 668  **Perspectives on Normalization and Integration in Special Education**
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 PL 94-142.
Prerequisite: EDP 610 or equivalent

EDP 670  **School Leadership in Special Education**
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.

EDP 675  **Issues in Bilingualism in Special Education and Inclusive Classrooms**
3 hours; 3 credits
The purpose of this course is to enhance students’ awareness and knowledge of the issues relating to cultural pluralism and multilingualism in the field of special education. This course will analyze the needs of individuals with disabilities for whom English is not a native language. Topics will include the identification and assessment of limited English proficient (LEP) children, the research concerning first and second language acquisition, strategies for the instruction of children from different cultures and with different language experience, and administrative difficulties in the implementation of special education programs for children who are not native speakers of English.
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; EDD 630
Pre- or corequisite: EDP 610. Students need not be bilingual

EDP 680  **Integrating Technology in Math and Science Instruction in Special Education and Inclusive Classrooms**
3 hours; 3 credits
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 computers 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.
Prerequisite: Admission to the Master's degree program in Special Education, Elementary Education, or Secondary Education; or the Sixth-Year Certificate Program in Education Supervision and Administration.
Pre- or corequisite: EDP 610, EDP 611, or EDP 612
EDS - Adolescence Education (Secondary Education)

EDS 601  Teaching and Learning Secondary School Social Studies
3 hours; 3 credits
Introduction to the history, content, methods, and functions of social studies. Structures and concepts of the social studies disciplines are examined, particularly geography, economics, history, and political science. Issues of language and literacy acquisition related to the social studies are discussed. Students explore a range of alternative strategies and technologies used to address adolescents with special needs and diverse linguistic backgrounds. Students work on individual and group assignments to create specific curricula in social studies for children in grades 7-12. A fieldwork component of thirty (30) hours is included. Not open to students who have taken EDS 301 or its equivalent.

EDS 602  Teaching and Learning Secondary School English
3 hours; 3 credits
Examination of the current issues and trends in English teaching. Students are introduced to approaches and instructional strategies that support active learning in the language arts and literature. The teaching of writing is emphasized, and reader/response theories are explored as they relate to teaching literature to adolescents. On completion of this course, participants should be able to plan and teach units and lessons that reflect knowledge of the English curriculum standards, and the needs and interests of adolescents of varying backgrounds and abilities. A fieldwork component of thirty (30) hours is included. Not open to students who have taken EDS 302 or its equivalent.

EDS 603  Teaching and Learning Secondary School Mathematics
3 hours; 3 credits
Investigation of the issues and research in mathematics teaching and learning. Topics include curriculum, standards, technology, assessment, diverse learners, problem solving, instructional strategies, and resources. A fieldwork component of thirty (30) hours is included. Not open to students who have taken EDS 303 or its equivalent.

EDS 604  Teaching and Learning Secondary School Science
3 hours; 3 credits
The pedagogy of science teaching and educational issues in science that are fundamental to teaching and learning. 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 conceptual change theories. A thirty-(30) hour field component is included. Not open to students who have taken EDS 304 or its equivalent.

EDS 607  Integrating Curricula and Learning through Discovery
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 twenty (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 hours; 2 credits
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 2 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. Graded Pass (P) or Fail (F).
Prerequisites: EDD 602, EDD 610, and EDS 601, EDS 602, EDS 603, or EDS 604

EDS 610  Teaching Practicum II in Secondary Education
1 hour; 1 credit
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. Graded Pass (P) or Fail (F).
Prerequisite: EDS 609

EDS 611  Student Teaching in Secondary Education
6 hours; 6 credits
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. Graded Pass (P) or Fail (F).
Prerequisites: EDD 602, EDD 610, and EDS 601, EDS 602, EDS 603, or EDS 604

EDS 654  Reading in the Content Areas
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, 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 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 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 hours; 3 credits
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 hours; 3 credits
A comprehensive review of the teaching/learning process in secondary school science. Emphasis upon 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.

Master of Arts in English (MA)
Program Coordinator: Professor Maryann Feola
English, Speech, and World Literature/Modern Languages Building (2S), Room 208
Email: englishmasters@mail.csi.cuny.edu
Telephone: 1.718.982.3666

The program is designed for students who wish to enlarge their knowledge of English and American literature, to improve their critical skills in reading and in writing, and/or to improve their skills as teachers of writing. It is of interest to recent graduates, to students who wish to resume their education, and to teachers with professional (permanent) certification who wish to deepen their knowledge of English as they complete the master's degree.

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 courses in literature; students electing the rhetoric option will take at least three courses in linguistics and the teaching of writing.

For students who are not pursuing teacher certification, 30 credits are required for the degree. For students desiring professional certification as high school teachers of English, 34 credits are required for the degree.

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

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.

Degree Requirements
1. A grade point average of 3.0 (B) in all coursework
2. A grade of at least Pass (P) on the master's papers and master's examination
3. Of the 30 credits required for students who are not pursuing professional certification as high school teachers of English, seven four-credit courses are chosen from either the Literature or Rhetoric option and two credits of independent study that are awarded after passing the master's examination.

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 and the teaching of writing (600-level courses) with the remainder in literature.
4. Of the 34 credits required for students desiring professional certification as high school teachers of English, seven four-credit courses are chosen from either the Literature or Rhetoric options above, four credits are taken in the Department of Education, and two credits of independent study are awarded after passing the master's examination.

Within the seven four-credit courses, students must take eight credits of English courses linking content and pedagogy.

Four credits taken in the Department of Education.
EDS 693 Advanced Methods of Teaching Secondary School English (3 credits)
Independent Study in Education (1 credit)
Eight credits of English courses linking content and pedagogy chosen from the following:
ENG 686 The Teaching of Writing (4 credits);
ENG 630 Writing Across the Curriculum (4 credits);
ENG 682 Modern Grammar (4 credits);
ENG 683 Sociolinguistics (4 credits);
ENG 687 Models of Second Language Acquisition (4 credits).
5. Two master's papers (2 credits)
The two master's papers will be course papers. Candidates will
choose them in consultation with their instructors and submit them to the Coordinator of the English MA Program. The papers will be read by two faculty members and graded Honors, Pass, or Fail. The first paper is to be submitted before enrolling in a fifth graduate course, the second before taking the master’s examination.

6. Master’s examination (2 credits)
   The master’s examination is intended to provide candidates an opportunity for further reading and independent study and to test their ability to read, interpret, and synthesize. They will select three of their courses for this examination and will be expected to answer questions with reference to works both assigned in those courses and on the supplementary reading lists provided by their instructors. Candidates with the Rhetoric Option may elect linguistics and the teaching of writing for two of their three courses.
   The master’s examination is a three-hour written examination and is graded Honors, Pass, or Fail. Credit for two hours of independent study will be awarded upon passing.

7. Honors
   To earn the degree with Honors, a grade point average of 3.5 and grades of Honors on the master’s examination and at least one of the master’s papers are required.
   The MA in English at CSI is not a research-oriented degree.
   There is no foreign language requirement for the MA in English at CSI. Students planning to continue graduate studies beyond the MA, however, should take note that most doctoral programs in English require a reading knowledge of at least two foreign languages, and the City University Graduate Center requires three, one ancient (Greek or Latin) and two modern.

Courses

**Linguistics and the Teaching of Writing**

**ENG 630**  Writing Across the Curriculum
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 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 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 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 American Usage
4 hours; 4 credits
The study of standard American practice with regard to grammar, punctuation, quotations, bibliography, footnotes, and proofreaders’ marks.

**ENG 682**  Modern English Grammar
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.

**ENG 683**  Sociolinguistics
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.

**ENG 686**  The Teaching of Writing
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 687**  Models of Second Language Acquisition
4 hours; 4 credits
This course presents various models of second language acquisition, including the monitor model, interlanguage theory, linguistic universals, and sociocultural models. Public policy issues, such as English only, bilingual education, and immigration, are explored. In addition, factors that may interfere with second language learning and those that may enhance it are studied. Contrasts are made between learning ESL as a child and as an adult with special reference to the critical period hypothesis.
Prerequisite: Graduate students only

**ENG 688**  Composition Theory and Rhetorical Models
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 hours; 4 credits

An in-depth study of single subjects in composition theory and contemporary rhetoric. Possible subjects could include: an in-depth study of a single paradigm, a study of a major figure in the field, an examination of a research methodology, an exploration of assessment models, an in-depth reading of a current controversy.

Prerequisite: Graduate students only

**Literature**

**ENG 710  Studies in Literary Theory**
4 hours; 4 credits

This course offers students the opportunity to think critically and self-consciously about the way they approach literary study. Students will gain an understanding of analytical discourses and practices in literary studies. Such understanding is necessary because it has become increasingly central to the field. Instructors are free to design the course according to various temporal or methodological frameworks.

**ENG 719  Studies in Anglo-Saxon Literature**

**ENG 721  Studies in Medieval English Literature**

**ENG 722  Studies in the Literature of the English Renaissance**

**ENG 723  Studies in Restoration and 18th-Century English Literature**

**ENG 724  Studies in 19th-Century English Literature**

**ENG 725  Studies in 20th-Century English Literature**

**ENG 726  Studies in Shakespeare**

**ENG 727  Studies in American Literature before 1900**

**ENG 728  Studies in American Literature after 1900**

**ENG 729  Studies in Classical and Biblical Backgrounds to Literature**

**ENG 730  Studies in Modern World Literature**

**ENG 731  Studies in Drama**

**ENG 732  Studies in Fiction**

**ENG 733  Studies in Poetry**
(4 hours; 4 credits each)

Each time a Studies course is offered, the Schedule of Classes for the semester will define, within the larger area of the course, its focus and the topic or topics for special investigation. Each course will include a supplementary reading list, a list of works important to the period or genre of the course but not assigned in it. Each course will include at least one paper that is explicatory in nature and one paper that involves additional reading in history, literary history, biography, or criticism. Each course will also have a final examination.

**ENG 734  Studies in U.S. Multicultural Literature**
4 hours; 4 credits

This course investigates the rich diversity of American culture and literature. The instructors may choose various themes and time frames as they tailor a syllabus to fit this rubric.

**ENG 735  Studies in Women and Literature**
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.

**ENG 736  Studies in African American Literature**
4 hours; 4 credits

This course explores selected African American literary and critical texts as exemplars of African American literary traditions and participants in American literature. Emphasis is on close reading and analysis of various critical approaches to those readings. The course serves as introduction to the advanced study of texts drawn from all genres but may focus on any one in a given semester. The course will consist of readings in African American literature and critical texts, class discussion, written work, and oral reports.

A student may not register for a course under the same course number more than once.

**Master of Science in Environmental Science (MS)**

Program Coordinator: Professor Alfred Levine

Biological Sciences/Chemical Sciences Building (6S), Room 310

Email: envirscimasters@mail.csi.cuny.edu

Telephone: 1.718.982.3920

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. The College has extensive modern laboratories and computer facilities.

**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.

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.

Courses

ESC 601 The Biosphere and Our Species
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 702 Community Ecology
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.)

ESC 703 Earth Science
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.

ESC 704 Applied Environmental Science
3 hours; 3 credits

ESC 710 Instrumentation for Chemical Analysis
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
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.

ESC 724 Computer Simulation of Environmental Systems
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.)

ESC 725 Energy Sources and the Environment
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 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
(Also BIO 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.

Prerequisites: ESC 601
ESC 731 Behavioral Ecology
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 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: Genetics and ecology

ESC 734 Chemical Ecology
3 hours; 3 credits
The role of secondary metabolites in ecological interactions within and among species. Allelopathy; defense mechanism; chemical co-evolution and the organization of natural communities. (Also creditable toward biology requirements.)
Prerequisites: Any two of the following: ecology, behavioral biology, organic chemistry

ESC 735 Biogeography
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 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: Ecology, calculus, statistics, and CSC 270 or equivalent, or permission of the instructor

ESC 740 Experimental Design and Analysis
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 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.
Prerequisites: CHM 256, BIO 314, BIO 352 or equivalent

ESC 748 Environmental Chemistry
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 Microclimate and Air Pollution
3 hours; 3 credits
Topographic, vegetational, and human impact on local climates. Properties and biological implications of the active surface. Pollution as part of a meteorological system; the urban heat island, environmental photochemistry. (Also creditable toward biology requirements.)

ESC 752 Soils and Geohydrology
3 hours; 3 credits

ESC 753 U.S. Land-Use Planning and Environmental Policy
(Also GEG 753)
3 hours; 3 credits
This course explores contemporary American 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 (Biospheres and Our Species)

ESC 760 Epidemiology
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
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.

ESC 891 (1 credit), ESC 892 (2 credits), ESC 893 (3 credits), ESC 894 (4 credits), Graduate Independent Study in Environmental Science
**Master of Arts in History (MA)**

Program Coordinator: Associate Professor Richard Lufrano  
History/Political Science, Economics, and Philosophy Building (2N), Room 215  
Email: historymasters@mail.csi.cuny.edu  
Telephone: 1.718.982.2870

The past, like the sea, has its mysteries. For students drawn to explore them, 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 particularly suited to teachers in the social sciences with professional (permanent) 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 thorough knowledge of 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 in depth, 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 last one foreign language.

### 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 will 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 will be evaluated after an interview with the program coordinator and the admissions committee.
3. Two letters of recommendation from teachers.
4. Students will be required to take the Graduate Record Examination (GRE).
5. 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.

Non-matriculated graduate students and graduate students in the undergraduate program, at the discretion of the program coordinator, may enroll in the program’s offerings on a space-available basis after program students have been accommodated.

Master’s students may not take undergraduate courses for degree credit. Undergraduate students may, with the permission of the program coordinator, take graduate courses for credit toward their undergraduate degree or the master’s degree.

### Retention Requirements

Students must have a minimum grade point average of 3.0 to be retained in a graduate program. Adhering to a two-year course of studies requires considerably more effort and dedication than one conducted over a prolonged and indeterminate period of time, so the department will make every effort to help students maintain this schedule. It should be noted, however, that courses are scheduled on a rotating basis over a two-year period. When individual students are unable to complete two courses during a semester, they will have the chance to maintain their standing by taking a course in a future semester. They will also, with permission of the Program Coordinator, be able to take courses in the master’s programs at the other CUNY Colleges.

### Degree Requirements

The MA in History requires 32 graduate credits, 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 four of the program’s five areas of concentration, the Historical Methods course, and the two thesis seminars.

Students with initial certification in Adolescence Education (social studies) wishing to obtain professional certification will complete a program of 36 credits. They will take HST 798 (4 credits) and HST 799 (4 credits) with the others in their cohort. In addition, they will take EDS 691 Advanced Studies in Teaching Secondary School Social Studies (3 credits) and an independent study course (1 credit) in the Department of Education.

### 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

Students in their third semester will take the four-credit HST 798 Preparation of Thesis Proposal Seminar with an additional four-credit HST 799 Thesis Tutorial Seminar during the fourth semester.

a. 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 choose a thesis director and second reader, normally from the department faculty.

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

(See guidelines for thesis submission to the CSI Library - Appendix i.)
Courses

HST 701  Historical Method
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.

Courses in the areas of concentration:

HST 704  Topics in the History of Africa
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 708  Topics in the History of the Middle East
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 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 hours; 4 credits
This course covers important issues in East Asian history. Topics in East Asian History explored are: the Chinese Empire, covering the rise and evolution of the Chinese imperium; classical thought and religion, covering main philosophical schools, religions, and popular cults and sects; Sinic World covering the spread of Chinese civilization to the rest of East Asia and its transformation; Tokugawa/Qing societies and economies; rebellion and revolution in 19th- and 20th-century Asia, post-war East Asian economic development, examining the economic “miracle” and its causes.

HST 716  Topics in European History to the Renaissance
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 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 720  Topics in Latin American History
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 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 725  Topics in U.S. History to 1865
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 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 American wars; the diplomatic history of the United States; American biography; America’s encounter with communism; the history of women in America; the history of the American west; American popular culture.
**Options:**

**Thesis Courses**

**HST 798  Preparation of Thesis Proposal**
4 hours; 4 credits
Students in their third semester will enroll in the Preparation of Thesis Proposal seminar. In the seminar, students will develop their topic, begin research, and receive guidance in research methodology and historical writing. Before completion of the seminar students will choose a director and a second reader.

**HST 799  Thesis Tutorial Seminar**
4 hours; 4 credits
While students are working on their thesis under the supervision of their director they will also participate in the Thesis Tutorial Seminar. The seminar instructor will monitor students' progress on their thesis and supervise schedules of meetings with their directors. Students will present portions and drafts of their work in progress to the seminar for analysis and discussion. The director and a second and third reader, assigned by the department, will read the final draft of the thesis.

**Master of Arts in Liberal Studies (MA)**
Program Coordinator: Professor David Traboulay  
History/Political Science, Economics, and Philosophy Building (2N), Room 214  
Email: mals@mail.csi.cuny.edu  
Telephone: 1.718.982.2877

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.

**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 semester admission.

**Degree Requirements**
To receive the Master of Arts degree in Liberal Studies students must complete the following requirements:

1. All courses must be completed with a cumulative grade point average of at least 3.0 (B). The courses are LBS 710, 720, 730, 740, 750, 760, 770, 780, and electives, totaling 30 credits.

2. Students must complete 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 adviser and by the coordinator of the Master of Arts in Liberal Studies Program.

**Courses**

**LBS 710  Roots of Modern Culture**
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, philosophical, scientific, and historical context.

**LBS 720  Roots of Modern Society**
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 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 740  Modern Society**
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 works of social theory and commentary placed in their historical and intellectual setting. The relevance of the theories and commentaries read to contemporary social problems and movements will be discussed. Attention will be paid to the impact of science and technology on modern social thought and living conditions. Prerequisite: LBS 720
LBS 750  Interaction of Western and Non-Western Societies
3 hours; 3 credits
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 760  Ancient Roots of Modern Thought
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 hours; 3 credits
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.
Prerequisites: LBS 730, 740, 750, 760, and permission of the MALS program coordinator
Corequisite: LBS 780

LBS 780  Master's Essay Tutorial
3 hours; 3 credits
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: Permission of the MALS program coordinator
Corequisite: LBS 770

Master of Science in Neuroscience, Mental Retardation, and Developmental Disabilities (MS)
Program Coordinators
Associate Professor Probal Banerjee, PhD
Email: banerjee@postbox.csi.cuny.edu
Telephone: 1.718.982.3938
Biological Sciences/Chemical Sciences Building (6S), Room 326
and
Professor Andrzej Wieraszko, PhD
Email: wieraszko@postbox.csi.cuny.edu
Telephone: 1.718.982.3941
Biological Sciences/Chemical Sciences Building (6S), Room 324A

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
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 calculus, and one semester of statistics. Opportunities to remedy these deficiencies may be provided. Applicants are expected to have a grade point average of at least 3.0 (B) in their undergraduate biology, mathematics, psychology, or other science courses. Applicants will need to submit three letters of recommendation, as well as their scores on the Graduate Record Examination (GRE) General Aptitude Test and the Advanced Test in either biology, psychology, or, by permission of the program coordinator, another field. (The CUNY number for the GRE is 13619.) Students should submit their scores no later than February 1 for fall admission. Students with English as a second language must score 550 or better on the Test of English as a Foreign Language (TOEFL).

Degree Requirements
The program consists of 37 credits: 31 credits in coursework and six credits of thesis research, an oral preliminary examination, and a thesis defense. Students must maintain a grade point average (GPA) of at least 3.0 (B) to remain in the program.

Required Courses

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<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tr>
<td>BIO 605 Statistical Analysis</td>
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<td>NSM 701 Neurobiology I</td>
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<tr>
<td>NSM 702 Neurobiology II</td>
<td>3</td>
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<tr>
<td>NSM 703 Mental Retardation and Developmental Disabilities I</td>
<td>3</td>
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<tr>
<td>NSM 704 Mental Retardation and Developmental Disabilities II</td>
<td>3</td>
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<tr>
<td>NSM 705 Journal Seminar I, II, III, IV</td>
<td>6</td>
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<tr>
<td>NSM 706 Research Methods</td>
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<td>NSM 707 Developmental Neuroscience</td>
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<td>NSM 708 Behavioral Genetics</td>
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<td>NSM 709 Foundations of Cognitive Science</td>
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<td>NSM 710 Learning</td>
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<td>NSM 798 Thesis Research I</td>
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<tr>
<td>NSM 799 Thesis Research II</td>
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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.
Courses

**NSM 701  Neurobiology I**
3 hours; 3 credits
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.
Prerequisites: Admission into the program or permission of the instructor and one year of undergraduate biology and psychology

**NSM 702  Neurobiology II**
3 hours; 3 credits
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: NSM 701

**NSM 703  Mental Retardation and Developmental Disabilities I**
3 hours; 3 credits
Major issues in mental retardation and developmental disabilities, including the history of the field, definitions of relevant conditions (in principle and in practice), causes of mental retardation and developmental disabilities, epidemiology, description of the currently affected population, prevention, treatment, significant secondary disabilities (including problem behaviors and psychiatric conditions), determination of support needs, and state-of-the-art research strategies. A term paper is required.
Prerequisite: Admission into the program or permission of the instructor

**NSM 704  Mental Retardation and Developmental Disabilities II**
3 hours; 3 credits
Current issues in mental retardation and developmental disabilities, which may include consumer-centered planning, practice standards, early intervention, diagnostic labeling, balancing access to services and stigmatization, life span development, family planning, diagnostic and screening methods and their impact on public health, the determination of treatment efficacy, worldwide and U.S. perspectives on treatment and prevention, the impact of postmodern thinking.
Prerequisite: Admission to the program or permission of the instructor

**NSM 705  Journal Seminar I-IV**
1 hour; 0 credits
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: Admission into the program

**NSM 706  Research Methods**
3 hours; 3 credits
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: Admission into the program or permission of the instructor

**NSM 707  Developmental Neuroscience**
3 hours; 3 credits
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: NSM 701

**NSM 708  Behavioral Genetics**
3 hours; 3 credits
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: NSM 701

**NSM 709  Foundations of Cognitive Science**
3 hours; 3 credits
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 neuralimaging 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.
Prerequisites: NSM 701 and NSM 702

**NSM 710  Learning**
3 hours; 3 credits
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: Admission to the program or permission of the instructor

**NSM 798  Master's Thesis I**

**NSM 799  Master's Thesis II**
5 hours per credit; up to 3 credits a semester, for a total of up to 6 credits. May be repeated for credit. 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. Hours and credits per semester may vary, with 15 hours and 3 credits the maximum per semester.
Prerequisites: NSM 706, NSM 702, and NSM 705
Pre- or corequisite: BIO 605 and NSM 703
Graduate Programs in Nursing
Graduate Program Coordinator: Professor Margaret Lunney
Nurse Practitioner Program Coordinator: Professor Elizabeth Wheeler
Marcus Hall (5S), Room 109
Email: nursingmasters@mail.csu.cuny.edu
Telephone: 1.718.982.3823

Master of Science in Adult Health Nursing (MS)
Master of Science in Gerontological Nursing (MS)
The Department of Nursing offers programs leading to the Master of Science (MS) in Adult Health Nursing and the Master of Science (MS) in Gerontological Nursing. Students in the two degree programs take the same courses but focus their course assignments and clinical hours on the population of choice—adults across the life span (adult health nursing) or older adults (gerontological nursing). The MS degree programs have two options: Clinical Nurse Specialist (CNS) and Clinical Nurse Specialist/Nurse Practitioner (CNS/NP).

These programs are designed to meet health care workforce needs and to provide opportunities for graduate-level education to Baccalaureate Nursing graduates. The program requirements are consistent with the Clinical Nurse Specialist (CNS) competencies published by the National Association of Clinical Nurse Specialists, and the Nurse Practitioner (NP) competencies published by the Division of Nursing, U.S. Department of Health and Human Services. 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 are eligible for certification as specialists in medical-surgical nursing or gerontological nursing through the American Nurses Credentialing Center (ANCC) and other certifications offered by ANCC and nursing specialty organizations. Graduates of the CNS/NP option are also eligible for certification as Adult Nurse Practitioner or Gerontological Nurse Practitioner.

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 full time experience in nursing, 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. Applicants will be notified by mail regarding their acceptance. Enrollment with matriculated status is contingent upon satisfaction of admission criteria.

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 Retention
Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained in a graduate program. Students whose GPAs fall below 3.0 are on probationary status. Students may attend full- or part-time.

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.

Degree Requirements
Clinical Nurse Specialist (CNS) Option: 42 credits
The program requires 42 credits with 500 supervised hours toward development of clinical competencies for specialty practice, and a thesis option. Students may attend on a full-time or part-time basis. Completion of the program requires a minimum of one and a half 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. Three of the elective credits may satisfy the thesis option.

Clinical Nurse Specialist/Nurse Practitioner (CNS/NP) Option: 48-54 credits
The program requires 48-54 credits with a minimum of 360 supervised hours in addition to the 500 hours required in the CNS program. In these additional clinical hours, students focus on the development of nurse practitioner competencies that do not overlap with CNS role competencies. Completion of the CNS/NP option requires a minimum of two years of full-time study; part-time study may take four years or more.

Requirements include the same graduate core of 15 credits, advanced practice core of nine credits, and specialty (CNS role) courses of 12 credits as for the CNS program. An additional 12 credits of specialty (NP role) courses are required to fulfill the minimum number of credits for the Nurse Practitioner option. Students who take elective courses with the CNS/NP option will graduate with more than 48 credits.
Nursing, Adult Health (MS)/Gerontological (MS)

Graduate Core (15 credits)
NRS 700  Transcultural Concepts and Issues in Health Care
NRS 701  Theoretical Foundations for Advanced Practice Nursing
NRS 705  Health Organizations, Policy, Financing, and Ethics
NRS 710  Collaborative Research for Advanced Practice Nursing
NRS 730  Research Utilization for Advanced Practice Nursing

Advanced Practice Core (9 credits)
BIO 670  Pathophysiological Concepts in Health and Illness
NRS 682/ BIO 682  Advanced Pharmacology
NRS 702  Advanced Health Assessment

Specialty (CNS Role) Courses (12 credits)
NRS 720  Advanced Practice Nursing with Adults in Community Settings
NRS 721  Role Practicum: Adults in Community Settings
NRS 722  Advanced Practice Nursing with Adults in Acute Care Settings
NRS 723  Role Practicum: Adults in Acute Care Settings

Electives (6 credits)
Students who choose the CNS/NP option are required to complete the following:

Specialty (NP Role) Courses (12 credits)
NRS 725  Primary Health Care with Young and Middle-aged Adults
NRS 726  Primary Health Care with Older Adults
NRS 727  Role Practicum: Primary Health Care
NRS 728  Role Practicum: Primary Health Care II

A minimum of 360 hours of supervised practice, in addition to the 500 hours required in the CNS program, for a total of 860 hours.

Electives: (0 credits)

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

Students in the two certificate programs take the same courses but focus their course assignments and clinical hours on the population of choice—adults across the life span (adult health nursing) or older adults (gerontological nursing).

Admission Requirements
A Master’s degree in Nursing and master’s-level courses in pathophysiology, health assessment, and pharmacology are required. Candidates who do not have the required master’s-level courses may take them before beginning the required Nurse Practitioner courses.

Certificate Requirements
The certificate requires 12-21 credits with a minimum of 500 supervised hours toward development of Nurse Practitioner competencies and satisfactory demonstration of Nurse Practitioner competencies. The number of credits required is derived from the Nurse Practitioner courses listed below (12 credits) and those master’s-level courses specified in the admission requirements that were not taken prior to admission. These certificates prepare nurses who have Master’s degrees in Nursing to meet the requirements for certification as Adult or Gerontological Nurse Practitioners of New York State and the American Nurses Credentialing Center.

Required Nurse Practitioner Courses
NRS 725  Primary Health Care with Young and Middle-aged Adults
NRS 726  Primary Health Care with Older Adults
NRS 727  Role Practicum: Primary Health Care I
NRS 728  Role Practicum: Primary Health Care II

Courses
BIO 670  Pathophysiological Concepts in Health and Illness
3 hours; 3 credits
This course is designed to provide a critical understanding of physiologic concepts, issues, research, and theories. Representative topics are selected to provide a comprehensive basis for understanding physiologic functions in health and illness at the molecular, cellular, and systemic levels of organization. Ethical, moral, and cultural issues are addressed.
Prerequisites: BIO 150, BIO 160 or equivalent

NRS 682  Advanced Pharmacology
(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 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 670

NRS 700  Transcultural Concepts and Issues in Health Care
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 of advanced practitioners in health care settings. Leininger’s Theory of Culture Care and other selected theories
Nursing, Adult Health (MS)/Gerontological (MS)

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 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 program

NRS 702 Advanced Health Assessment
4 hours; 3 credits
This course prepares students to develop advanced competencies in health assessment (health histories and health examinations), to analyze data, and to make clinical decisions.
Prerequisites: College-level course in health assessment/physical examination or the equivalent; matriculated or non-matriculated status in the graduate program

NRS 703 Teaching and Learning for Cultural Competence Development
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 develop cultural competence are critically appraised for utilization 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.
Prerequisites: NRS 700 Transcultural Concepts and Issues in Healthcare or equivalent graduate-level course by permission of instructor or Foundations for Cultural Competence in Nursing (CEU)

NRS 704 Cultural Competence in Nursing: Project Development
3 hours; 3 credits
This course will assist learners to develop a “cultural competence in nursing” 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 Teaching and Learning for Cultural Competence Development

NRS 705 Health Organizations, Policy, Financing, and Ethics
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 710 Collaborative Research for Advanced Practice Nursing
3 hours; 3 credits
This core course is designed to prepare the student to achieve intermediate proficiencies in the use of the research process and in the art of critique; and to function as a member of a collaborative research team. Representative topics are selected to provide a comprehensive basis for developing these proficiencies. A research proposal will be developed.
Prerequisites: MTH 113 or equivalent, NRS 721 or equivalent
Pre- or corequisites: NRS 700 and NRS 701

NRS 711 Health Care Program Development
3 hours; 3 credits
This course focuses on development of programs for populations with special health care needs. Students develop the ability to conduct a needs assessment, document health care needs, develop and describe a health care program, plan evaluation strategies for process and outcomes, and write grant proposals to obtain funding. Existing health care programs for medically underserved populations are used as examples.

NRS 712 Nurse as Educator
3 hours; 3 credits
This course addresses principles and methods related to nursing education, including learning theories and teaching techniques used for the education of nursing students, professional staff, other health care personnel, patients, and families. Students apply methods and techniques for classroom and clinical teaching with emphasis on development of a class, goals and objectives, and methods of evaluation.

NRS 720 Advanced Practice Nursing with Adults in Community Settings
3 hours; 3 credits
This course addresses integration of theory, research, and practice related to health promotion and disease prevention of healthy, chronically ill, and disabled adults, their families, and communities.
Prerequisites: Matriculated status in the program; NRS 702 and NRS 710
Corequisites: NRS 682, NRS 721

NRS 721 Role Practicum: Adults in Community Settings
12 hours; 3 credits
This preceptored 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.
Corequisite: NRS 720
NRS 722  Advanced Practice Nursing with Adults in Acute Care Settings
3 hours; 3 credits
This course focuses on the caring and healing process in adults with acute illness, and its impact on their families and communities. Theories of crisis, stress, and psychobiologic unity are integrated with advanced technology. Research findings related to acute care of adults are identified and synthesized. Students apply theories and research to their chosen subspecialization in adult health nursing.
Prerequisites: Matriculated status, NRS 702
Corequisites: NRS 682, NRS 723

NRS 723  Role Practicum: Adults in Acute Care Settings
12 hours; 3 credits
A clinical course for the application of knowledge and skills related to nursing care of acutely ill adults from culturally diverse backgrounds. The selection of clinical placements varies according to the specializations of students in each group.
Pre- or corequisites: BIO 670, NRS 682, NRS 702
Corequisite: NRS 722

NRS 724  Case Management for Advanced Practice Nursing
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 nonmatriculated status in the MS degree program or permission of the instructor

NRS 725  Primary Health Care with Young and Middle-aged Adults
3 hours; 3 credits
Health promotion, health protection, and health restoration with young and middle-aged adults experiencing acute and chronic illness. Differential diagnosis and treatment of common health problems and human responses. The partnership model of working with consumers is emphasized and cultural aspects of living with acute and chronic illnesses are explored. Research findings and relevant theories for advanced practice nursing with young and middle-aged men and women are addressed.

NRS 726  Primary Health Care with Older Adults
3 hours; 3 credits
Health promotion, health protection, and health restoration of older adults experiencing acute and chronic illnesses. Differential diagnosis and treatment of common health problems and human responses. The partnership model of working with consumers is emphasized and cultural aspects of living with acute and chronic illnesses are explored. Research findings and relevant theories for advanced practice nursing with older men and women are addressed.
Pre- or corequisites: BIO 670, BIO/NRS 682, NRS 700, NRS 701, NRS 702

NRS 727  Role Practicum: Primary Health Care I
12 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 medical interventions. Students use nursing theories and research in the Nurse Practitioner (NP) role, diagnose human responses, plan to meet positive health outcomes, and conduct nursing interventions.
Pre- or corequisites: NRS 720, NRS 721, NRS 722, NRS 725, NRS 726

NRS 728  Role Practicum: Primary Health Care II
12 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 medical interventions. Students use nursing theories and research in the Nurse Practitioner (NP) role, diagnose human responses, plan to meet positive health outcomes, and conduct nursing interventions.
Pre- or corequisites: NRS 720, NRS 721, NRS 722, NRS 725, NRS 726

NRS 730  Research Utilization for Advanced Practice Nursing
3 hours; 3 credits
This course is designed to assist students in the development of intermediate skills in research utilization as they apply to adult health. Research utilization models, barriers to research utilization, evidence-based practice, statistical methods, and strategies for research utilization will be explored. Students will identify a particular practice problem and develop proposals to implement research findings into their chosen practice setting. The research utilization project is the capstone experience.
Prerequisite: NRS 710

NRS 799  Thesis Option
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 710, matriculated status, permission of the program coordinator

Physical Therapy (BS/MS)*
Program Coordinator: Professor Jeffrey Rothman
Physical Therapy Building (5N), Room 219
Email: rothmanj@postbox.csi.cuny.edu
Telephone: 1.718.982.3153
The combined Bachelor of Science/Master of Science degree program in Physical Therapy is designed to prepare graduates for entry-level positions as physical therapists. Upon successful completion of all the requirements, students will be awarded both degrees: the BS/MS in Physical Therapy. The two degrees will be awarded concurrently. The Physical Therapy program is accredited by the Commission on...

“*This program is being terminated and will be replaced with the Clinical Doctorate in Physical Therapy. The last class of students to graduate with the BS/MS in Physical Therapy will be spring of 2008. The first class to be accepted to the Clinical Doctorate in Physical Therapy is spring 2006 semester.

Admission Requirements to the Professional Phase of the Program

There is no separate admission to the MS program in Physical Therapy. Students enroll in the graduate courses after they complete the baccalaureate sequence. Students must successfully complete the general education requirements and pre-major requirements with a minimum cumulative grade point average (GPA) of 2.8 in the pre-major requirements to be considered for the program. Admission to the program is competitive and criteria for selection include the strength of the academic record (with particular emphasis on performance in science courses); written and oral communication skills; volunteer and/or work experience in a physical therapy setting, minimum of 200 hours, of which 100 hours must be in a hospital or skilled nursing facility; and recommendations.

Transfer students may apply provided they have appropriate prerequisites.

Students are accepted into the professional program for enrollment in the spring semester.

Retention Standards

Students must have a minimum GPA of 3.0 (B) to be retained in a graduate program. Students whose GPA falls below 3.0 are on probationary status. If a student has completed the number of credits required for both the graduate and undergraduate degrees and has less than a 3.0 average in the graduate phase (600-level courses or above), he/she may repeat no more than two 600-level or above courses (6-8 credits) in order to bring the average to 3.0. Written permission of the program coordinator is required. The specific courses to be taken must be approved in writing by the program coordinator.

Degree Requirements

Students must maintain an average of 3.0 (B) in the 41 credits of graduate courses for retention in the program.

General Education Requirements for the BS

ENG 111, ENG 151, COR 100, PED 190: 12 credits

Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits

Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (3-4 credits)
3. The Contemporary World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

See section on general education requirements in the Undergraduate Catalog for approved course lists and complete details.

Pre-Major Requirements: 37-39 credits

BIO 150 Human Anatomy and Physiology I 4 credits
BIO 160 Human Anatomy and Physiology II 4 credits
CHM 141 General Chemistry I 3 credits
CHM 121 General Chemistry I Laboratory 1 credit
CHM 142 General Chemistry II 3 credits
CHM 127 General Chemistry II Laboratory 1 credit
BIO 272 Biometrics 4 credits
or
MTH 214 Applied Statistics Using Computers 3 credits
MTH 123 College Algebra and Trigonometry 4 credits
or
MTH 130 Pre-Calculus Mathematics 3 credits
PHY 116 Physics I 4 credits
PHY 156 Physics II 4 credits
PSY 100 Psychology 3 credits
PSY 242 Developmental Psychology 4 credits

Major Requirements: 94 credits

53 undergraduate credits and 41 graduate credits

BIO 318 Histology 4 credits
BIO 332 Advanced Physiology 4 credits
BIO 342 Advanced Human Anatomy 4 credits
BIO 368 Neuroscience 4 credits
BIO 382 Pharmacotherapeutics 3 credits
BIO 432 Clinical Pathology 3 credits
PHT 200 Physical Therapy Praxis I: Basic Patient Skills 4 credits
PHT 230 Biomechanics and Kinesiology 3 credits
PHT 250 Physical Therapy Praxis II: Tests and Measurements 4 credits
PHT 270 Clinical Practicum I 3 credits
PHT 300 Physical Therapy Praxis III: Therapeutics Modalities 4 credits
PHT 310 Health Promotion for Self and Society 3 credits
PHT 350 Physical Therapy Praxis IV: Cardiopulmonary Rehabilitation 4 credits
PHT 370 Clinical Practicum II 3 credits
PHT 405 Research Methodologies 3 credits
PHT 600 Physical Therapy Praxis V: Orthopedic Evaluation and Treatment 4 credits
PHT 605 Research Design 3 credits
PHT 606 Research Seminar I 3 credits
PHT 608 Health Care Administration 3 credits
PHT 615 Interventions in Developmental Disabilities 3 credits
PHT 630 Pathokinesiology 3 credits
Electives: 7-10 credits
Total Credits Required: 162

Courses
(For descriptions of undergraduate courses, not PHT, see Undergraduate Catalog. Graduate-level courses are numbered 600 and 700.)

PHT 200 Physical Therapy Praxis I: Basic Patient Skills
3 class hours, 3 laboratory hours; 4 credits
Examines the multifaceted role of the physical therapist in the health care delivery system. Introduces the student to basic clinical skills and problem solving abilities that will serve as the foundation for future coursework. Application of basic evaluation tools and intervention strategies introduced in lectures.
Prerequisites: BIO 160, PHY 156, and acceptance into the PT program.

PHT 230 Biomechanics and Kinesiology
2 class hours, 3 laboratory hours; 3 credits
This course provides an in-depth study of the biomechanics and kinesiology of human motion. Examines the normal patterns in preparation for clinical assessment and integration.
Prerequisites: BIO 332, BIO 342, PHT 200.

PHT 250 Physical Therapy Praxis II: Tests and Measurements
3 class hours, 3 laboratory hours; 4 credits
Evaluation and clinical interventions related to therapeutic exercise techniques, including goniometry, manual muscle testing, posture and gait assessment as they are adapted to pathokinesiological conditions and their relationship to specific exercise choices. History and evolution of therapeutic exercise leading to techniques for isolated and segmental manual exercises followed by multisegmental and full body integration methods.
Prerequisites: PHT 200, PHT 230.

PHT 270 Clinical Practicum
40 hours per week, full-time for 6 weeks; 3 credits
A clinical internship in a general hospital setting. 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. The emphasis is on exposure to and participation in the environment in which a staff therapist functions.
Prerequisites: PHT 300, PHT 350.

PHT 300 Physical Therapy Praxis III: Therapeutics Modalities
3 class hours, 3 laboratory hours; 4 credits
This course is designed to acquaint the student with thermal, electrotherapeutic, and hydrotherapeutic procedures used in the evaluation and treatment of pain and dysfunction. Includes the examination of the effect of thermal and electrical modalities on the human body. Includes a laboratory component that is designed to provide the necessary experiences for the student to develop problem solving skills in the application of therapeutic modalities along the wellness-illness continuum (i.e., consideration of the psychological, social, and environmental factors that may contribute to the success of the therapeutic program).
Prerequisite: PHT 250.

PHT 310 Health Promotion for Self and Society
3 hours; 3 credits
The study of traditional and contemporary definitions of health. Describes the holistic approach to health care with emphasis on the illness-wellness health continuum across the life span. Examines the interrelationships between nutrition and health, mind and body, physical activity and health. Students will assess their own health status from a holistic perspective. Students will begin to identify community needs that would benefit from a program of health promotion and disease prevention.
Prerequisites: PHT 350, PHT 450.

PHT 350 Physical Therapy Praxis IV: Cardiopulmonary Rehabilitation
3 class hours, 3 laboratory hours; 4 credits
Application of principles of cardiopulmonary physiology to an understanding of pathology and disease and prevention. The student will learn to evaluate and treat chronic and acute cardiopulmonary problems, and to teach clients strategies for preventing cardiopulmonary dysfunction. The student will also learn to predict and manage cardiopulmonary dysfunction in patients with other primary diagnoses.
Prerequisite: PHT 250.

PHT 370 Clinical Practicum II
40 hours per week, full-time for 8 weeks; 3 credits
An eight-week affiliation in a facility for the developmentally disabled that will serve to further refine and enhance students' skills while building on past clinical experiences. Provides the opportunity for the student to concentrate on skills and increase poise and efficiency, especially in the area of the developmentally disabled.
Prerequisites: PHT 600, PHT 650.

PHT 405 Research Methodologies
3 hours; 3 credits
Introduction to the scientific methods of inquiry used in research and their meaning in physical therapy practice. Includes identification of problems, research design, methodology, and reporting of results. Application of computer technology to research is emphasized. Students begin to identify a research area of interest related to the developmental disabilities.
Prerequisite: PHT 250.

PHT 600 Physical Therapy Praxis V: Orthopedic Evaluation and Treatment
3 class hours, 3 laboratory hours; 4 credits
Examines the theoretical applications of various mobilization techniques and pain and stress management for the orthopedic patient. Emphasis on joint and vertebral evaluation and mobilization techniques.
Prerequisites: PHT 270, PHT 350.
PHT 605  Research Design
3 hours; 3 credits
Emphasis will be placed on the acquisition of methods and techniques for extending the scientific base of knowledge for advanced physical therapy practice. Research studies that address questions of impact on rehabilitation and that are drawn from an interdisciplinary health perspective will serve as the focus for discussion. Research designs and related statistical processes will be examined in terms of their appropriateness for addressing various rehabilitation problems.
Prerequisite: PHT 405

PHT 606  Research Seminar I
3 hours; 3 credits
Implementation of research study and preparation for submission for publication in a professional journal. Independent study with faculty adviser.
Prerequisites: PHT 405, PHT 310

PHT 608  Health Care Administration
3 hours; 3 credits
Lectures and discussions will provide information concerning the physical therapist's responsibility in the management of the physical therapy department within a health care system. Areas include financial consideration, supervision and leadership skills, hospital administration, and socioeconomic aspects of health care.
Prerequisite: PHT 270

PHT 615  Interventions in Developmental Disabilities
3 hours; 3 credits
Through lecture and laboratory experiences, discussion, clinical visits, and readings, the student will be able to examine the various theories and practices designed for intervention in developmental disabilities and discuss and analyze current research findings in the area.
Prerequisite: PHT 650

PHT 630  Pathokinesiology
2 class hours, 3 laboratory hours; 3 credits
Critical review and assessment of physical therapy treatments and evaluation for pain and stress management as related to the musculoskeletal system. Students will compare and analyze current theories of orthopedic physical therapy management. Students will design a corporate fitness or pain presentation program.
Prerequisites: PHT 600, PHT 650

PHT 631  Advanced Assessment of Human Motion
2 class hours, 3 laboratory hours; 3 credits
Advanced study of the neurophysiological principles underlying human motion with special attention to the application of principles to assess normal and abnormal motion. Examination of theoretical concepts that attempt to explain motor control. Examination of principles of motor learning and task analysis, and their application to rehabilitation and patient and family education. Evaluation of neurophysiological techniques to improve the quality of motion.
Prerequisites: PHT 650, PHT 310

PHT 650  Physical Therapy Praxis VI: Neuromotor Facilitation
3 class hours, 3 laboratory hours; 4 credits
Evaluation of patients with neuromotor dysfunction and application of therapeutic techniques to facilitate improved neuromotor function.

PHT 651  Physical Therapy Praxis VII: Current Topics in Rehabilitation
2 class hours, 3 laboratory hours; 3 credits
Study of advanced assessment and specialized treatment methodologies in physical therapy practice. Areas include dance and athletic injuries, burns, hand and cancer rehabilitation. Includes laboratory prosthetics and orthotics, and clinical activities.
Prerequisite: PHT 631

PHT 660  Advanced Topics in Physical Therapy
3 hours; 3 credits
Examines the theoretical foundations and the principles of practice of selected alternative treatments in physical therapy. Reviews the efficacy of physical therapy procedures. Presents the conceptual bases of alternative approaches from a critical analytical perspective. Assessment of clinical strategies is an important aspect of the course. Student presentations and demonstrations of these approaches are utilized, along with current research findings.
Prerequisites: PHT 631, PHT 370

PHT 670  Clinical Practicum III
40 hours per week, 12 weeks of full-time clinical internship; 6 credits
An affiliation of approximately 12 weeks. The overall purpose is for the student to practice and perfect treatment techniques, skills, and knowledge previously acquired and utilized in the clinical setting. Students may opt for an acute care facility to see a variety of patient problems or for a more specific specialty area such as pediatrics or sports medicine. These affiliations build on past experiences and integrate coursework and skills from the third year.
Prerequisites: PHT 600, PHT 605, PHT 608, PHT 615, PHT 631

PHT 706  Research Seminar II
3 hours; 3 credits
Continuation of PHT 606: implementation of research study and preparation for submission for publication in a professional journal. Independent study with faculty advisement.
Prerequisite: PHT 606

Doctoral Programs
The College participates in several doctoral programs with the CUNY Graduate School and University Center. Please consult the Graduate Center Catalog for complete information on admissions and programs.

Doctoral Program in 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
Doctoral Programs

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; 1.212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Probal Banerjee (CSI) at banerjee@mail.csi.cuny.edu, 1.718.982.3938 or Dr. Andrzej Wieraszko (CSI) at wieraszko@postbox.csi.cuny.edu, 1.718.982.3941.

Doctoral Program in 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; 1.212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Miriam Tausner, Department of Computer Science at CSI.

Doctoral Program in 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; 1.212.817.7470; 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.

Doctoral Program in Psychology Learning Processes

The College participates with Queens College, the Graduate School and University Center, and with the New York State Institute for Basic Research in Developmental Disabilities in offering a PhD program in Psychology with a specialty in Learning Processes. The program provides students with intensive training in the basic processes of learning and behavior analysis in laboratory and classroom settings. Within this framework, students have the opportunity of specializing in the study of developmental disabilities. Particular emphasis is placed upon the development of rehabilitative and educational programs for persons with developmental disabilities.

Students are admitted to the program by the Graduate School and University Center, (365 Fifth Avenue, New York, NY 10016; 1.212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Bertram Ploog in the Department of Psychology at CSI.

Doctoral Program in Polymer Chemistry

The College participates with the Graduate School and University Center and Brooklyn College 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; 1.212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Nan-Loh Yang, Department of Chemistry at CSI.

Clinical Doctorate in Physical Therapy (DPT)

The Clinical Doctorate in Physical Therapy program is offered jointly by the Graduate School and University Center and the College of Staten Island. The DPT will be awarded by the Graduate School and University Center. The purpose of the DPT is to prepare physical therapists for licensed professional practice in New York State and all other states which license the professional practice of physical therapy. The DPT is an intensive clinical doctoral program which will prepare clinicians to perform all aspects of physical therapy practice. The DPT is distinguished from those at the master’s level by its inclusion of higher level and improved content in areas such as differential diagnosis, clinical decision making, research and imaging, healthcare management, evidence-based practice, preventive health care, health and wellness promotion and pathology. The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Please note that the Physical Therapy Program at the College of Staten Island accepts students for the spring semester. The Physical Therapy Program at Hunter College accepts students for the summer session.

Prospective applicants can go online to complete an application form by going to www.gc.cuny.edu Click on admissions, or by mail to Graduate School and University Center, Admissions Office, 365 Fifth Avenue, New York, NY, 10016 1.212.817.7470

Information can be obtained from Dr Jeffrey Rothman, Program Director, Physical Therapy Program, College of Staten Island at 1.718.982.3153, rothmanj@mail.csi.cuny.edu

Courses

CHM 710  Applied Polymer Chemistry
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
2-30 hours; 1-15 credits
A course of research in polymer science under the direction of a faculty member.
Courses in Selected Disciplines

CHM 820  Seminar in Polymer Chemistry
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

CHM 830  Topics in Polymer Chemistry
3 hours; 3 credits
Advanced aspects of polymer chemistry are intensively explored. The course is rotated among staff members in the program.

CHM 800-890  (1-3 hours; 1-3 credits), Graduate Topics in Chemistry
CHM 891  (1 credit), CHM 892  (2 credits), CHM 893  (3 credits), CHM 894  (4 credits), Independent Study in Chemistry
Study and research under the supervision of a staff member, which may include literature and/or experimental work.

For a listing of additional doctoral courses in chemistry consult the CUNY Graduate School Catalog.

Topics Courses and Independent Study
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).
(See the Schedule of Classes each semester for course offerings.)

Graduate Courses in Selected Disciplines
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.

American Studies
AMS 661  Education and American Society
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 893  Independent Study in Contemporary Painting
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

Biology
BIO 602  Evolution for Secondary School Teachers
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 610  Genetics for Secondary School Teachers
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 620  Molecular Biology for Secondary School Teachers
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 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 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 hours; 4 credits
A course 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.

Cinema and Media Studies

CIN 701 Film and Culture
4 hours; 4 credits
An examination of how film shapes and reflects the values, mores, and institutions of different societies and cultures. For example: the relation of the western genre to American individualism; the treatment of social class in English cinema. Intended as a liberal arts elective; not open to Cinema and Media Studies majors.

CIN 702 Film and Literature
4 hours; 4 credits
An examination of the theoretical and practical relations between the two arts of film and literature. Students will read selected literary texts and view the films made from them. Intended as a liberal arts elective; not open to Cinema and Media Studies majors.

CIN 703 Film and Psychology
4 hours; 4 credits
An examination of films in which psychological concerns are of particular interest. Intended as a liberal arts elective; not open to Cinema and Media Studies majors.

CIN 704 Film and History
4 hours; 4 credits
An examination of films in which history is the subject and of films as historical documents. Intended as a liberal arts elective; not open to Cinema and Media Studies majors.

Computer Science

CSC 602 Computing for Teachers I
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 702 Computing for Teachers II
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

Dramatic Arts

DRA 601 Drama in the Schools
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.

Environmental Science

ESC 602 Environmental Science for Elementary School Teachers
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.)

Geography

GEG 601 Geography of Ordinary Landscapes
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
(Also ESC 753)
3 hours; 3 credits
This course explores contemporary American 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 (Biospheres and Our Species)

History

HST 601 Intellectual History of Europe: Medieval Inheritance I
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 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 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 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 American experience until the 20th century is considered. A general knowledge of history is presupposed.

HST 606 Age of the French Revolution
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 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 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 America's Origins
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 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 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
(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.

HST 700 The Russian Revolution: 1917-1991
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.

Mathematics

MTH 612 Introduction to Mathematical Logic
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 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
(Also EDD 620)
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 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 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 627  Historical Perspectives on Mathematics Topics**
(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 218) or permission of the department

**MTH 632  Foundations of Number Theory**
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 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 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 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 645  Discrete Mathematical Modeling for Secondary School Teachers**
4 hours; 4 credits
Graphs, interval graphs, transitivity, 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 650  Functions of a Complex Variable**
4 hours; 4 credits
Prerequisite: MTH 233 or MTH 236 or permission of the department

**MTH 651  Statistics for Secondary School Teachers**
3 hours; 3 credits
A content-based introductory statistics course for secondary school teachers. The material is chosen from that which appears on the Advanced Placement Exam in Statistics. 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 657  Applied Mathematics for Secondary School Teachers**
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
Political Science

POL 636 The Judicial Process
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 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 American Government and Politics
4 hours; 4 credits
A study of the structure and operations of the American 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 hours; 4 credits
The structures of government established by the American 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 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.

Science

SCI 602 Philosophy of Science
4 hours; 4 credits
Prerequisite: Two semesters of science

SCI 605 Science and Educational Policy in the United States for Secondary Science Teachers
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
New York State Registration

The following listing gives the title of each of the graduate degree programs of the College and the HEGIS code number under which that program is registered with the State Office of Education.

<table>
<thead>
<tr>
<th>College Title</th>
<th>HEGIS Code</th>
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<tbody>
<tr>
<td>MS Biology</td>
<td>0401 Biology</td>
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<tr>
<td>MS Business Management*</td>
<td>1010 Cinema and Media Studies</td>
</tr>
<tr>
<td>MS Computer Science</td>
<td>0701 Computer Science</td>
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<tr>
<td>MSEd Childhood Education, Grades 1-6</td>
<td>0802 Childhood Education, 1-6</td>
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<tr>
<td>MSEd Adolescence Education</td>
<td>0401.01 Biology 7-12</td>
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<td>MSEd Adolescence Education</td>
<td>1501.01 English 7-12</td>
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<td>MSEd Adolescence Education</td>
<td>1701.01 Mathematics 7-12</td>
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<tr>
<td>MSEd Adolescence Education</td>
<td>2201.01 Social Studies 7-12</td>
</tr>
<tr>
<td>MSEd Special Education, Childhood 1-6</td>
<td>0808 Teacher of Special Education</td>
</tr>
<tr>
<td>Advanced Certificate for Leadership in Education</td>
<td>0828 Leadership in Education</td>
</tr>
<tr>
<td>MA English</td>
<td>1501 English</td>
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<tr>
<td>MS Environmental Science</td>
<td>0420 Environmental Science</td>
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<tr>
<td>MA History</td>
<td>2205 History</td>
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<tr>
<td>MA Liberal Studies</td>
<td>4901 Liberal Studies</td>
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<tr>
<td>MS Neuroscience, Mental Retardation, and Developmental Disabilities</td>
<td>0499 Neuroscience</td>
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<tr>
<td>MS Nursing, Adult Health Nursing</td>
<td>1203.10 Nursing</td>
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<tr>
<td>MS Nursing, Gerontological Nursing</td>
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<tr>
<td>Advanced Certificate in Adult Health Nursing</td>
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<tr>
<td>Advanced Certificate in Gerontological Nursing</td>
<td>1203.12 Nursing</td>
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<tr>
<td>BS/MS Physical Therapy</td>
<td>1212 Physical Therapy</td>
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<tr>
<td>MA Polymer Chemistry**</td>
<td>1907.00 Polymer Chemistry</td>
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*Approved by University Governance; pending NYSED approval.

**Available only to students in the PhD program in Polymer Chemistry.

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.
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Appendix i

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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 prepares two official copies of the manuscript. Prior to printing, the student should obtain approval from the Library to make certain that the paper is of the correct size, weight, and cotton content, and that the printing process produces sufficiently clean copy. To do this, the student must make an appointment with either the Head of Reference (ext. 4010) or the Archivist (ext. 4128). Either person will be available to ensure that the thesis meets the standards as described above.

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Travel Information

2800 Victory Boulevard

Victory Boulevard buses - St. George/Travis
S62 - frequent weekday service and service every 30 minutes on Saturdays and Sunday.
From 8:30am to 11:30pm, to the ferry, and from 7:30am to 12:20am, from the ferry; the S62 makes a stop inside the Victory Blvd. entrance to the campus.
S92 - commuter schedule from Travis every 15 minutes from 6:30am to 7:42am and from St. George every 15 minutes from 4:50pm to 6:00pm.

Richmond Avenue buses - North/South route
The Richmond Avenue and Victory Boulevard stop is two blocks from the entrance to the campus.
S44 - frequent service on weekdays and runs every 30 minutes on Saturday and Sunday.
S59 - every 30 minutes every day.

Forest Hill Road buses - South Shore/St. George route
S61 - frequent daily and weekend service.
S91 - commuter schedule weekdays.

Brooklyn buses - Port Richmond/Bay Ridge-95th Street
S53 - Bay Ridge - 95th Street/Port Richmond
Frequent weekday service; stops at Victory Boulevard for transfer to S62 or S92.
S93 - 86th Street and 4th Avenue/College of Staten Island campus
Limited service Monday-Friday
Departs 86th Street at 6:55am, 7:55am, 8:55am
Departs CSI at 3:00pm, 5:00pm, 7:00pm.

Manhattan/Staten Island Express bus
X-10 Express bus - frequent daily schedule from 57th Street and 3rd Avenue to Victory Boulevard and the return route; stops at the campus main entrance.

Call 1.718.330.1234 for information and schedules for local buses and Manhattan/Staten Island express buses.

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.

Parking
Students are sold permits for on-campus parking at the time of registration on a first-come, first-served basis.
Speed limit: 25 mph

Transportation within the Campus
Loop Bus - leaves the main gate approximately every ten minutes for a trip around the campus with regular stops; in operation during regular class schedule with adjusted hours for advisement and registration periods.

Van for Disabled
Dispatched by the Office of Operational Services or Security as requested (extension 3220 or 2112).
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, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

Mr. Kevin Antoine is the College Affirmative Action Officer, Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and Coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. His office is located in the South Administration Building (1A), Room 103, and his telephone number is 1.718.982.2250.

Professor Jeffrey Rothman, Physical Therapy Program, and Ms. Margaret Venditti, Coordinator of Disabilities Services, are the College coordinators for the Americans with Disabilities Act and Section 504, which prohibit discrimination on the basis of disability. Professor Rothman’s office is located in Building 5N, Room 207, and his telephone number is 1.718.982.3153. Ms. Venditti’s office is located in the Center for the Arts (1P), Room 101, and her telephone number is 1.718.982.2513.

For information, telephone:

College of Staten Island 1.718.982.2000
Office of Student Recruitment/Admissions 1.718.982.2010
Office of Financial Aid 1.718.982.2030
Public Safety (Office) 1.718.982.2116
( Emergency ) 1.718.982.2111
Affirmative Action Office/Title IX 1.718.982.2250

CSI Website: wwwcsi.cuny.edu

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