Welcome to
Graduate Catalog
2012-2013

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.

Danielle E. Dimitrov, Esq., Director of the Office of Diversity and Compliance, serves as the College’s Compliance Officer, Title IX Coordinator, and 504 Coordinator. Her office is located in Building (1A), Room 103, and her telephone number is 718.982.2250.

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

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Greetings. I am delighted to welcome each and every one of you to the graduate programs at the College of Staten Island, a senior college of The City University of New York.

As the only public institution of higher learning in the borough, CSI is committed to providing you with a variety of learning opportunities both in and outside of the classroom, which, in combination with your own hard work, we are sure will help you continue toward your educational, philosophical, and professional goals. Here on our beautiful 204-acre campus, you will join other students who are pursuing master's degrees in 16 different programs of study, and earning doctoral degrees we offer in cooperation with the CUNY Graduate Center.

CSI's administration, faculty, and staff are singularly dedicated to our students' success, and, as we affirm in the College's mission statement, "practice their commitment to educational excellence as they instill in students preparing to enter their chosen careers an enduring love of learning, a sensitivity to pluralism and diversity, a recognition of their responsibility to work for the common good, and an informed respect for the interdependence of all people."

This focus on mutual interdependence and civic responsibility is nicely illustrated by the research focuses of many of our extraordinary faculty members. For example:

• Professor Eric Ivison (History) has for several years conducted archeological research in Turkey on Byzantium, and was recently awarded a grant to support his work by the Loeb Classical Foundation of Harvard University;

• Ten faculty members in the Modern China Studies Group collaborated with The New York Times to design and develop curricular guides for a Website to complement the Discovery Channel's four-part series, China Rises;

• Professor Cate Marvin (English) has received a 2007 Whiting Writers Award, in addition to a number of other awards in creative writing. Her poems have appeared in The New England Review, Poetry, The Kenyon Review, Fence, The Paris Review, The Cincinnati Review, Slate, Verse, Boston Review, Ninth Letter, and Tri-Quarterly,

• Professor William Wallace's (Biology) area of research, broadly defined as ecotoxicology, examines how metals, such as cadmium, zinc, and mercury, are passed from prey to predator in marine food chains. He has developed a novel approach for monitoring metallic contamination in aquatic animals that may have broad applications for risk management and cleanup; and

• Distinguished Professor Fred Naider (Chemistry) was recently elected a fellow of the American Association for the Advancement of Science and is a board member of the Federation of the American Societies for Experimental Biology. He has received numerous grants from the National Institutes of Health, the National Science Foundation, the U.S.-Israel Binational Science Foundation, and was a Fulbright Fellow.

These are only a few examples of what you will find at CSI. I encourage you to explore this catalogue and our Website, www.csi.cuny.edu, to learn more about the programs and the people you are joining by becoming a member of our College community today.

Welcome, and I look forward to seeing you on campus!

William J. Fritz, PhD

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CSI Administration

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ABOUT THE COLLEGE

The College of Staten Island is a four-year, senior college of The City University of New York that offers exceptional opportunities to all its students. A Doctoral degree in Physical Therapy is offered in Physical Therapy (DPT). The Master’s degree is awarded in selected fields of study: Accounting (MS); 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); Special Education Adolescence Generalist (7-12) (MSED); English (MA); Environmental Science (MS); History (MA); Liberal Studies (MA); Neuroscience, Mental Health Counseling (MA); Mental Retardation, and Developmental Disabilities (MS); Nursing: Adult Health Nursing (MS) and Gerontological Nursing (MS). Post-Master’s Advanced Certificates are awarded in Leadership in Education, Adult Health Nursing, Cultural Competence, Gerontological Nursing, and Nursing Education.

The Doctoral program in Nursing is offered jointly with The City University Graduate School, University Center. The College also participates in The City University Doctoral programs in Biology, Chemistry, Computer Science, 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 1965. Richmond College, an upper-division college, the first community college in the University, opened in 1955. Staten Island Community College, which opened in 1968, has a separate summer session. Classes are scheduled evenings, and a separate summer session. Classes are scheduled days, evenings, and weekends.

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, Shoollio; Fritz Bultman, Garden at Nightfall (extended loan); Chryssa, Untitled; Lucille Friedland, Big Stride (gift of the artist); Red Grooms, Marathon; Sarah Haviland, Staten Island Arch; Jon Isherwood, Borrinni’s Task; Zero Higashida, Maquette for a Small Universe; Valerie Jaudon, Untitled; Niki Ketcham, 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 ultramodern 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, multipurpose facility and surrounding athletic fields serve the intercollegiate and intramural sports and recreation programs for students.
Research Institutes and Centers

Center for Developmental Neuroscience and Developmental Disabilities
Dr. Alejandra del Carmen Alonso, Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 229
The Center for Developmental Neuroscience and Developmental Disabilities (CDNDD) is a CUNY Center that conducts, promotes, and sponsors research, education, and training in the developmental neurosciences with special emphasis on research and educational programs in the specific field of developmental disabilities. The Center serves as a hub for collaborative efforts between the College and other research institutions in offering a Master of Science degree in Neuroscience and Developmental Disabilities, and also partnering with the CUNY Doctoral programs in multiple disciplines in mentoring Ph.D. students. On the CSI campus, the Center has established research laboratories for investigations in cellular, molecular, behavioral, and clinical neuroscience and provides advanced research training for graduate and undergraduate students.

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

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

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

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

The Center’s activities include the use of the campus super-computer, faculty collaboration, grant writing, student mentoring, undergraduate research, and sponsored lectures. More information can be found at www.math.csi.cuny.edu/ciamcs.

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, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, and the Sophie David School of Biomedical Education. It is the largest municipal college system and the third largest university in the nation.

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**Sponsorship and Accreditation**

The College of Staten Island is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215.662.5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The Chemistry Program is accredited by the American Chemical Society (ACS), 1155 Sixteenth Street, NW, Washington, DC 20036; 800.227.5558.

The Computing Accreditation Commission (CAC) of ABET accredits the BS degree in Computer Science.

The Engineering Accreditation Commission (EAC) of
Mission, Vision, & Values

Mission

Grounded in the Liberal Arts tradition, the College of Staten Island is committed to the highest standards in teaching, research, and scholarship. Drawing on the rich heritage of The City University of New York that has provided access to excellence in higher education since 1847, the College of Staten Island offers that same opportunity in New York City’s Borough of Staten Island. The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world.

Vision

The College of Staten Island will enhance the quality of its student-centered programs, research, scholarship, and creative works. The College will provide models for initiatives on technology, community, and our environment, as well as effective integration of programs, projects, and methodologies. CSI will develop a richer array of rigorous undergraduate and graduate degree offerings to better meet students’ educational and professional aspirations. The College of Staten Island will expand its role in The Graduate Center and other cross-campus activities of The City University of New York. We will become an even more vibrant center of intellectual and cultural exchange. The College will be strength-ened by increasing its ability to serve a diverse campus community. Through these accomplishments, the College of Staten Island will achieve greater regional, national and international recognition.

Values and Fundamental Principles

Our campus Community values:

Each Student

We nurture each student’s intellectual growth, curiosity, and excitement in order to prepare students to function in a complex and dynamic world.

Excellence in Research and Teaching

We set and meet high expectations in our academic programs through innovative and effective teaching, scholarship, and research. We strive to promote engagement among students and faculty.

Experiential Learning

We believe it is essential to provide transformational curricular and co-curricular opportunities, such as service learning, study abroad, leadership development, undergraduate research and scholarship, and internships.

Resourcefulness

We take pride in our work ethic, our ability to solve problems, and our stewardship of resources.

Community Engagement

We actively work to instill the value of civic participation and are proud of our leadership role for Staten Island and beyond. We foster partnerships to address public issues and encourage involvement in community affairs.

Our fundamental principles:

Diversity:

Drawing from the richness of our diverse community, we incorporate multiple approaches to developing and encouraging the inclusion of various world views, cultures, and experiences into the fabric of our institution.

Respect

In our relationships with each other, we insist on mutual respect and thoughtful dialogue. We provide forums for the exchange of ideas informed by the techniques of critical analysis and the traditions of scholarly discourse.

Integrity

We uphold the highest standards of honesty and fairness in our interactions with each other.

Institutional Strategic Directions

Strategic Direction 1

Develop a richer array of rigorous undergraduate and graduate degree programs that meet students’ educational and professional aspirations.

Strategic Direction 2

Enhance the quality and recognition of research, scholarship, and creative works for faculty and students.

Strategic Direction 3

Become a more vibrant center of intellectual and cultural exchange through community partnerships.

Strategic Direction 4

ABET accredits the BS degree in Engineering Science. The Technology Accreditation Commission (TAC) of ABET accredits the AAS degree in Electrical Engineering Technology. ABET is based at 111 Market Place, Suite 1050, Baltimore, MD 21202; 410.347.7700. The Nursing Programs are accredited by the National League for Nursing Accreditation Commission (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, 404.975.5000. The Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314-1488; 703.706.3245 accredits the Physical Therapy program. The Education Programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave NW, Suite 500, Washington, DC 20036, 202.466.7496. The MA in Liberal Studies program is accredited by the Association of Graduate Liberal Studies Programs (AGLSP), c/o Duke University, Box 90095, Durham, NC, 27708; 919.684.1987. The Medical Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and utilizes hospital affiliations accredited by NAACLS, 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119; 847.939.3597. Copies of these accreditation documents, as well as the respective accreditation documents for the various academic disciplines, are available for review through the Office of Academic Affairs.
Strengthen and increase our ability to serve a diverse campus community.

*Strategic Direction 5*

Position the College to achieve greater regional, national and international recognition through advancement and fund raising activities.

*Strategic Direction 6*

Examine the College’s current and possible future uses of technology for a wide range of purposes.
The College of Staten Island is an excellent choice for graduate students who desire a quality educational experience at an affordable cost, and offers opportunities for students at all stages of their careers. As a senior college of the City University of New York (CUNY), CSI offers an extensive range of Master of Arts, Science and Education degrees, as well as doctorate degrees in selected areas in conjunction with the CUNY Graduate Center. We also offer a number of graduate level Advanced Certificates. Outstanding faculty, cutting edge technology and curriculum, extensive research opportunities, state-of-art facilities, and personalized attention are just some of the resources available to CSI graduate students.

The college also offers a Clinical Doctoral program in Physical Therapy. Additional Doctoral programs are offered jointly with The City University Graduate School, University Center in, Biology, Chemistry, Computer Science, Nursing and Physics.

Graduate Applications
You may obtain information about the graduate programs from the:
Office of Recruitment and Admissions
College of Staten Island / CUNY
North Administration Building (2A), Room 103
2800 Victory Boulevard
Staten Island, NY 10314
Telephone: 718.982.2010
Email: masterit@csi.cuny.edu
www.csi.cuny.edu

Apply online at:

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.

Application:
The application for Graduate admission is available at www.csi.cuny.edu/registrar/onlineforms/graduateapplication.php4.

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

Applicants who have attended a post-secondary institution outside of the United States should review the guidelines for international applicants prior to requesting transcripts.

Application Fee:
A $125.00 non-refundable application fee is required of all applicants. Please make your check or money order payable to the College of Staten Island.

Additional Requirements:
Some programs may require an entrance exam, interview, writing sample, letters of recommendation and/or letter of intent. Please refer to the admissions requirement table for a complete list of requirements for each program.

Entrance Exams:
Entrance exams are not required for all programs. Please check the admissions requirement table to find out which programs require an exam.

Graduate Record Examination (GRE): The GRE is a requirement for the Master's in Biology, Computer Science, and Environmental Science. For additional information or to register for the exam, please visit the GRE website. Our institutional code for the GRE is 2778.

Graduate Management Admissions Test (GMAT): GMAT is a requirement for the Master of Science in Accounting and Business Management. For additional information or to register for the exam, please visit the GMAT website. Our institutional code for the GMAT is 282KN35

The TOEFL or IELTS exam is a requirement of students for whom English is a second language.

Test of English as a Foreign Language (TOEFL): Minimum required scores: 550 (Paper), 213 (Computer), or 79-80 (Internet). For the Master's in Accounting, Business Management and Mental Health Counseling Program: 600 (Paper), 250 (Computer), or 100 (Internet). For additional information or to register for the exam, please visit TOEFL website. Our institutional code is 2778.

International English Language Testing System (IELTS): We will only accept the academic exam scores. Minimum required score: 6.5 (overall band). For the Master's in Business Management and Mental Health Counseling: 7 (overall band). For additional information or to register for the exam, please visit the IELTS website.
Doctoral Programs: Students interested in applying for a doctoral program (excluding Physical Therapy) must do so through the CUNY Graduate Center. For additional information, please visit the www.gc.cuny.edu or email admissions@gc.cuny.edu

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 or download a copy from www.csi.cuny.edu/graduatestudies.

Doctoral Programs
Application to the Doctoral programs in Biology (Neuro-science), Computer Science, Nursing, Physics, Polymer Chemistry, and Psychology (Learning Processes) is made directly to the Graduate School and University Center/CUNY, 365 Fifth Avenue, New York, NY 10016; 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. You can download a graduate readmission form from www.csi.cuny.edu/graduatestudies.

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 College of Staten Island. New York State Public Health Law 2167 requires all students to complete and return the meningitis vaccination response form prior to registration. Information and the immunization forms are available at the Health Center and the Registrar’s Office, or you may download a copy from www.csi.cuny.edu/registrar/forms.php4.

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

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DEGREE EARNED</th>
<th>GPA/COURSES</th>
<th>EXAMINATION</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Spectrum Disorders - Advanced Certificate</td>
<td>Baccalaureate degree in Psychology, Education, Speech-Language Pathology, Science, Letters &amp; Society, or a related field or be a enrolled in a Masters degree program (e.g. Education, Mental Health Counseling, Neuroscience &amp; Developmental Disabilities)</td>
<td>3.0 in the undergraduate grade point average and 3.0 in the undergraduate major.</td>
<td>None</td>
<td>Two letters of recommendation, resume detailing all relevant past and present professional employment, experience, memberships, and related service; cover letter describing relevant experience as well as the reason and motivation for applying.</td>
</tr>
<tr>
<td>Accounting (MS)</td>
<td>Baccalaureate degree in Accounting or a related field such as Business or Economics</td>
<td>3.0 undergraduate grade point average; proficiency in business fundamentals and indepth knowledge of accounting including introductory, intermediate, cost accounting, taxation and auditing; two courses in business law including the law of contracts sole proprietorships, partnerships, and corporations; two courses in finance including managerial finance; communications course; computer fundamental course; two economics courses (microeconomics and macroeconomics); two course in quantitative methods (minimum of pre-calculus and statistics); one course management course; one marketing course</td>
<td>GMAT</td>
<td>Letter of intent; two letters of recommendation from instructors or employers. Interview may be requested.</td>
</tr>
<tr>
<td>Biology (MS)</td>
<td>Baccalaureate degree in Biology or related discipline with required undergraduate biology courses</td>
<td>2.75 grade point average in all undergraduate courses, 3.0 grade point average in science and mathematics courses</td>
<td>GRE: general test, subject test in biology</td>
<td>Two letters of recommendation.</td>
</tr>
<tr>
<td>Business Management (MS)</td>
<td>Baccalaureate degree in Accounting, Business, or related fields with required undergraduate courses</td>
<td>3.0 undergraduate grade point average; accounting, communications, computer fundamentals, economics, and quantitative methods</td>
<td>GMAT</td>
<td>Two letters of recommendation (at least one professional one if possible). Letter of intent. Interview may be requested.</td>
</tr>
<tr>
<td>Cinema and Media Studies (MA)</td>
<td>BA or BS in liberal arts or sciences</td>
<td>3.0 grade point average in courses required for Cinema Studies BA or Communications BS at CSI or their equivalent; including CIN 100 or COM 120</td>
<td>None</td>
<td>Three letters of recommendation; a one- to two-page letter of intent; writing sample, 10-12 pages</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>None</td>
</tr>
<tr>
<td>Childhood (Elementary) (MSEd)</td>
<td>For Sequences 1 and 2: Baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration.</td>
<td>For Sequences 1 and 2: 3.0 undergraduate grade point average At least six approved credits each in English, History, mathematics, and science.</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- to two-page letter of intent</td>
</tr>
<tr>
<td>Adolescence (Secondary) (MSEd)</td>
<td>For Sequence 1: Baccalaureate degree in appropriate major. For Sequence 2: Baccalaureate degree in appropriate major or 32 approved credits in an appropriate subject area</td>
<td>For Sequences 1 and 2: 2.75 undergraduate grade point 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- to two-page letter of intent</td>
</tr>
<tr>
<td>Special Education Childhood (1-6) (MSEd)</td>
<td>For Sequences 1 and 2: Baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration</td>
<td>For Sequences 1 and 2: 3.0 undergraduate grade point average. At least six approved credits each in English, History, mathematics, and science</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- to two-page letter of intent</td>
</tr>
<tr>
<td>Special Education Adolescence Generalist (Grades 7-12)</td>
<td>For Sequence 1 and 2: Baccalaureate degree in a liberal arts and sciences concentration and one year of college-level foreign language or equivalent.</td>
<td>Sequence 1 and 2: 3.0 undergraduate grade point average. At least six approved credits each in laboratory science; history; English; and mathematics</td>
<td>Sequence 1: New York State Initial or Provisional Certificate in early childhood, childhood, or adolescence education. Sequence 2: None</td>
<td>Two academic or professional letters of recommendation; a one- to two-page letter of intent; priority deadlines: last Monday in April (fall), third Monday in November (spring)</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Undergraduate Requirements</td>
<td>Graduate Requirements</td>
<td>Additional Requirements</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>English (MA)</td>
<td>Baccalaureate</td>
<td>3.0 undergraduate grade point average.       A minimum 32 credits of undergraduate courses in English (excluding freshman composition).</td>
<td>None</td>
<td>After initial review, letter of intent, recommendations, and/or interview may be requested.</td>
</tr>
<tr>
<td>Leadership in Education</td>
<td>Master's</td>
<td>3.0 graduate grade point average</td>
<td>None</td>
<td>Four years of teaching, three professional letters of recommendation, Supervisor's Questionnaire completed by your Supervisor, a two-to three-page letter of intent, interview</td>
</tr>
<tr>
<td>Leadership in Education</td>
<td>Master's</td>
<td>3.0 graduate grade point average</td>
<td>None</td>
<td>Three years full-time teaching or Pupil Personnel Services experience, three professional letters of recommendation, interview</td>
</tr>
<tr>
<td>Environmental Science (MS)</td>
<td>Baccalaureate</td>
<td>2.7 undergraduate grade point average;       3.0 in science and engineering courses: chemistry, physics, calculus, and ecology</td>
<td>GRE: general test</td>
<td>Interview may be requested.</td>
</tr>
<tr>
<td>History (MA)</td>
<td>Baccalaureate</td>
<td>3.0 undergraduate grade point average, and 3.0 in history courses</td>
<td>None</td>
<td>Two academic letters of recommendation; letter of intent, research-based writing sample (10 pages in length preferably written for History course)</td>
</tr>
<tr>
<td>Liberal Studies (MA)</td>
<td>Baccalaureate</td>
<td>3.0 undergraduate grade point average</td>
<td>None</td>
<td>Interview for conditional admission</td>
</tr>
<tr>
<td>Mental Health Counseling (MA)</td>
<td>Baccalaureate</td>
<td>3.0 undergraduate grade point average.       A minimum 15-19 undergraduate credits in the following areas of psychology: General or Introductory Child or Adolescent or Developmental Psychopathology or Abnormal Personality Theory Methods in Psychology or Experimental Psychology or the Statistics for the Social Sciences</td>
<td>None</td>
<td>Letter of intent, two letters of recommendation (at least one letter must be academic), Interview and writing sample may be requested.</td>
</tr>
<tr>
<td>Neuroscience, Mental Retardation, and Developmental Disabilities (MS)</td>
<td>Baccalaureate</td>
<td>3.0 undergraduate grade point average in biology, mathematics, psychology, or other science courses; statistics</td>
<td>None</td>
<td>Three letters of recommendation</td>
</tr>
</tbody>
</table>
| Nursing Adult Health (MS)/Gerontological (MS) | BS in Nursing or BS in appropriate major with specified courses | 3.0 in undergraduate nursing courses, including statistics, nursing research, health assessment, pharmacotherapeutics, leadership in management of patient care, community health nursing, | New York State license as RN
Essay, two professional references
One year experience with BS in Nursing
Three years experience with Bachelor's in another field |
| Clinical Nurse Specialist OR Dual Clinical Specialist/Nurse Practitioner | Master's Degree in Nursing and currently registered in NYS to practice professional nursing. | 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. | None                                                                                   | None                                                                                     |
| Post-Master's Advanced Certificate in Adult Health Nursing/Post-Master's Advanced Certificate in Gerontological Nursing | Master's Degree in Nursing or be accepted as a master's degree student in CSI's graduate Nursing program. | None                                                                                   | None                                                                                   | None                                                                                     |
| Advanced Certificate in Cultural Competence | Bachelor's Degree in Nursing | 3.0 in undergraduate nursing courses, or other related fields. | None                                                                                   | Personal goal statement of 300-500 words.                                               |
| Physical Therapy (DPT) | Baccalaureate degree from a regionally accredited four-year institution | 3.0 undergraduate grade point average. Two semesters of anatomy and physiology for science majors with laboratories; two semesters of physics for science majors with laboratories; two semesters of chemistry for science majors with laboratories; two semesters of psychology (including one semester of developmental psychology or child psychology); one semester of mathematics (precalculus or college algebra or trigonometry); one semester of statistics (we recommend a course that includes computer applications); one semester of English composition (e.g. expository writing) | GRE: general test | College of Staten Island application received by the deadline; documented clinical experience of at least 100 hours in the United States under the supervision of a licensed physical therapist, within a minimum of 50 hours or more in different practice settings (e.g. private practice, nursing home, pediatric, school or outpatient). |
REGISTRAR

Office of the Registrar
Registrar, Neila Green
Building 2A, Room 110
718.982.2120
Visit our Website: www.csi.cuny.edu/registrar

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

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

Immunization Requirement
New York State Public Health Law requires immunization against measles, mumps, and rubella for some students. All students born on or after January 1, 1957, who are enrolling for six or more equated credits must have proof of immunization on file at the College Health Center, Campus Center (1C), Room 112, one week prior to registration. Transfer students must request that their health records be transferred to College of Staten Island. New York State Public Health Law 2167 requires all students to complete and return the meningitis vaccination response form prior to registration. Information and the immunization forms are available at the Health Center and the Registrar’s Office, or you may download a copy from www.csi.cuny.edu/registrar/forms.php4.

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. You can download a graduate readmission form from www.csi.cuny.edu/graduatemetudies.

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 Semester Information Students who do not register each semester must maintain their matriculation or apply for readmission (see section under Admissions).

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.
TUITION AND FEES

Office of the Bursar
North Administration Building 2A, Room 105
Bursar: Michael D. Baybusky
718.982.2060
Visit our Website: www.csi.cuny.edu/bursar

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

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

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

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

Graduate Tuition for Master’s Degree Programs

New York State Residents

<table>
<thead>
<tr>
<th>Part-time</th>
<th>Full-time</th>
<th>Excess hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>per equated credit</td>
<td>per semester</td>
<td>per hour</td>
</tr>
<tr>
<td>$385</td>
<td>$4,585</td>
<td>$65</td>
</tr>
</tbody>
</table>

Non-State Residents (including foreign students)

<table>
<thead>
<tr>
<th>Part-time</th>
<th>Full-time</th>
<th>Excess hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>per equated credit</td>
<td>per equated credit</td>
<td>per hour</td>
</tr>
<tr>
<td>$710</td>
<td>$710</td>
<td>$85</td>
</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. Tuition is subject to change without prior notice by the CUNY Board of Trustees.

Student Status

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

Senior Citizens

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

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

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

Place of Residence

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

Maintenance of Matriculation Fee

Graduate students who are not registered in a given semester must pay a maintenance of matriculation fee of $190 for New York residents or $310 for non-residents a semester if they wish to maintain their matriculated status. If the fee is not paid, the student will be considered to have withdrawn and must apply for readmission.

Non-Instructional Fees

Fees are subject to change without prior notice by the CUNY Board of Trustees.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity</td>
<td>$98.15 for all full-time students</td>
</tr>
<tr>
<td></td>
<td>$62.15 for all part-time students</td>
</tr>
<tr>
<td>Senate</td>
<td>.85 for all full-time students</td>
</tr>
<tr>
<td>Service Fee</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Technology</td>
<td>$100</td>
</tr>
<tr>
<td>for full-time students</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>for part-time students</td>
</tr>
<tr>
<td>Consolidated</td>
<td>$15</td>
</tr>
<tr>
<td>all students pay this fee</td>
<td></td>
</tr>
</tbody>
</table>

| Application:                |                   |
| Freshman                    | $65               |
| payable upon filing applica-|                   |
| tion for admission or at |                   |
| time of initial registration|                   |
| at the College              |                   |
| Undergraduate Transfer      | $70               |
| Graduate                    | $125              |
| payable on registration     |                   |
| after an absence from the   |                   |
| College of one or more      |                   |
| semesters for any addition  |                   |
| to the student's initial    |                   |
| registration                |                   |
| Program Change              | $18               |
| Senior Citizen              | $80               |
| Cooperating                 | $25               |
| Teacher Waiver              |                   |
| Late Registration           | $25               |
| charged after the specified |                   |
| registration period         |                   |
| Late Payment                | $25               |
| charged after bill due date |                   |
| Reinstatement               | $15               |
| Transcript                  | $7                |
| each (except for copies go-|                   |
| ing to other CUNY colleges  |                   |
| for which there is no      |                   |
| charge). Check or money      |                   |
| order only for bad checks   |                   |
| Duplicate Bill              | $5                |
| Maintenance of Matriculation| $180              |
| NYS Resident                |                   |
| Maintenance of Matriculation| $295              |
| NYS Non-Resident            |                   |
| Duplicate Diploma           | $15               |
| Duplicate I.D. card         | $5                |
| Duplicate Bill              | $5                |
| Thesis binding              | $15               |

**Miscellaneous Fees and Charges**

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

- **Consolidated Service Fee**: $15
- **Technology Fee**: $100 (full-time students per semester), $50 (part-time students per semester)
- **Application**: $125
- **Readmission**: $10
- **Late registration**: $25
- **Reinstatement**: $15
- **Program change**: $18
- **Late payment**: $25
- **Payment reprocessing**: $15
- **Special examination**: $15 ($5 each additional)
- **Transcript**: $7 each (no fee for other CUNY units)
- **Duplicate diploma**: $15
- **Duplicate I.D. card**: $5
- **Duplicate bill**: $5
- **Thesis binding**: $15

**Materials Charges**

Special materials charges of $10 or more are required in some courses. Details may be found in the Semester Information. Materials charges are not refundable.

**Library Fines**

- **Overdue books**: general circulation: 10 cents per day, including days on which the Library is closed, to a maximum of the current price of the item.
- **Reserve items**: $1.20 per overdue hour to a maximum of the current price of the item.
- **Damaged books**: borrower must pay any overdue fines up to and including the date the item is reported as being damaged, plus an amount to be determined by the nature and extent of the damage, not to exceed the current price of the item, plus a processing charge of $10.
- **Lost items**: borrower must pay a $10 processing charge in addition to the current price of the item.

**Payment**

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 Semester Information. 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.

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

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

Student Financial Aid Office  
Building 2A, Room 401  
Director, Philippe Marius  
Telephone: 718.982.2030  
Fax: 718.982.2037  
E-mail: FinancialAid@csi.cuny.edu  
Website: www.csi.cuny.edu/finaid

The mission of the Office of Student Financial Aid of the College of Staten Island is to facilitate students’ access to public and private financial assistance programs for post-secondary education. The Office assists students and their families in applying for aid and aims to generate delivery of aid funds to students most expeditiously within all applicable rules, regulations and procedures of funding entities, CUNY, and the College. For the more information about the Financial Aid Application Process and eligibility please visit our website at www.csi.cuny.edu/finaid or contact us by email FinancialAid@csi.cuny.edu.

Office Hours:

Monday through Friday, 9:00am – 4:45pm*

*A representative from the Office of Student Financial Aid is available in the Hub

Wednesday and Thursday evenings from 5:00 – 7:00pm.
Advisement

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

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 Semester Information. 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 nine or more credits.

Attendance Policies

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 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 Studies Committee.

*Summer and winter session months are not included in the 60 day appeal deadline.

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 Semester Information. There is no fee for this application. Application for graduation may be submitted online at www.csi.cuny.edu/registrar or in person at The Hub, North Administration Building (2A), Room 106.

Grading Symbols and GPA

The following grading symbols are used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Identification</th>
<th>Quality Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Failing/unsuccesful completion of course</td>
<td>2.0</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete (temporary grade)</td>
<td>0.0</td>
</tr>
<tr>
<td>FIN</td>
<td>Failure (changed from incomplete)</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw with no penalty</td>
<td>-</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>WN</td>
<td>Never Attended (counts as failure)</td>
<td>0.0</td>
</tr>
<tr>
<td>*WN</td>
<td>Never Attended (Effective Fall 2009)</td>
<td>-</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by instructor</td>
<td>-</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade Pending (for thesis courses)</td>
<td>-</td>
</tr>
</tbody>
</table>

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

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.

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 incomplete 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.

WN: An unofficial withdrawal due to non-attendance in a course. No credit is received for a course in which this grade is assigned; it is equivalent to a grade of F.

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

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

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

PEN: An administrative symbol assigned for thesis courses.

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, 2005. 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
Students may access their transcript records and review semester grades in eSIMS via the CUNY Portal (www.cuny.edu). Email notification is sent to students each semester when grades are available in eSIMS.

Students may request copies of their transcripts online at www.csi.cuny.edu/registrar/transcript.html (see Fee Schedule). To be official, transcripts must be 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 theses publicly available to students, faculty, and outside researchers. For purposes of preservation, and to prepare them for bindery, theses must adhere to uniform standards of format and construction. The guidelines for submission 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. More information on the CUNY policy on Academic Integrity can be found in Appendix ii.

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 set forth in this document. As a user of CUNY computer resources:

• You are required to have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.

• You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resource is being used.

• You may not circumvent system protection facilities.

• You may not knowingly use any system to produce system failure or degraded performance.

• You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not copy material protected by copyright.

• You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.

• You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit-making or illegal purposes.

• You may not use computer resources to engage in abuse of computer personnel or other uses. Such abuse includes the sending of abusive or obscene messages within CUNY or beyond via network facilities.

• The use of college computer resources may be subject to college regulations, and you are expected to be familiar with those regulations.

• These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in the regulations.

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

Any user who is found to be in violation of these rules is subject to the following:
• Suspension and/or termination of computer privileges;
• Disciplinary action by appropriate college and/or University officials;
• Referral to law enforcement authorities for criminal prosecution;
• Other legal action, including action to recover civil damages and penalties.

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

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

Admission of Sex Offenders
The College reserves the right to deny admission to any student if, in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the College community. That judgment will be based on an individualized determination taking into account any information the College has about a student's criminal record and the particular circumstances of the College, including the presence of a child care center, a public school or public school students on the campus.
Alumni Relations
Associate Director, Jennifer Lynch, South Administration Building (1A), Room 111
The Office of Alumni Relations maintains contact with alumni through ongoing social, educational, athletic, and cultural events.

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

All persons who have a degree or six-year certificate from CSI or its predecessor institutions, Richmond College and Staten Island Community College, are members of the Alumni Association. Alumni seeking further information or wishing to obtain a permanent alumni photo ID are invited to call 718.982.2290, email alumni@csi.cuny.edu, or visit the office in South Administration Building (1A), room 301.

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 Campus Activities Board, the CSI Association Inc., and the Auxiliary Services Corporation. Such services as the bookstore, cafeteria, Park Café, the Health and Wellness Center, the Wellness Program, the Peer Drop-in Center, and the Prayer/Meditation Room 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 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
Director, Ann Helm
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.

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

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

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

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

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

Center for Student Accessibility
Office: Center for the Arts (1P), Room 101
The Center for Student Accessibility has responsibility for providing services for students with documented disabilities. All documentation is kept confidential and should be submitted directly to the Center. Services include pre-admissions counseling and accessibility information, advisement, priority registration, and testing accommodations. 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, captioning, 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 Center for Student Accessibility offers services mandated by federal and state law. All students with disabilities are encouraged to use the services of the Center. Services are also available to students who are temporarily disabled. For more information please visit www.csi.cuny.edu/disabilityservices.

Evening, Summer, and Weekend Services
Office: North Administration Building (2A), Room 204 Coordinator, Thomas Brennan
The Office of Evening, Weekend, and Summer Sessions provide administrative assistance and academic advisement for evening, weekend, and summer students, and advocates the special needs of this student population within the College community.

The College regularly schedules a wide choice of courses in the evenings and on the weekend. These courses accommodate students in graduate, baccalaureate, and associate’s degree programs who prefer to take classes at these times. Classes in the evening session start at 6:30pm or later; weekend session classes are scheduled on Saturday mornings and afternoons, as well as on Sunday afternoons.

The Summer Session offers courses in a mix of schedules; four-week courses meet day and evening 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. The varied summer session course schedule provides an opportunity for students to accelerate completion of their degree programs.

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 718.982.3045; TTY.718.982.3315; email: healthcenter@mail.csi.cuny.edu. For more information, please consult our Webpage at www.csi.cuny.edu/studentaffairs/healthservices.

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 over 30 specialized computing laboratories in conjunction with academic departments. Over 2,500 desktop computers are connected through a high-speed local area network running Windows XP or Windows 2000. This hardware configuration allows students, faculty, and staff full access to specialized software, the Internet, online library resources, and email. Over 50 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 video conferencing.

Four open computer labs running Windows XP or Windows 2000 are equipped with the software that students need to do their assignments. Computer labs for students with disabilities include software like JAWS, Dragon, etc. as well as ADA-compliant furniture. In addi-
tion to the open labs, there are computers available in the lobbies of Buildings 1S, 2S, 3S, 4S, 1N, 2N, 3N, and 4N, and systems are also located in the 1L Cyber-café and the 1C Campus Center. These stations allow students to use the Internet.

“CSI unplugged,” wireless access is via 802.11b/g technology. The network can be accessed from any of the academic or administrative buildings. The College of Staten Island’s Data network spans 19 buildings and provides access for all campus staff, faculty, and students, 24 hours a day, seven days a week. Wireless HOTSPOTS are designed to expand service to users with laptops or PDAs equipped for wireless networking. With HOTSPOTS, wireless computers have high-speed access to the Internet and College Web Services.

The new OIT homepage is www.csi.cuny.edu/technologysystems.

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
Library (1L), Room 109
Chief Librarian, Professor Wilma L. Jones
The Library is the focal point of the South Academic Quadrangle. The building, with its distinctive rotunda, is the home to five central services: a study center for the campus community; a broad collection of books and journals in the liberal arts and sciences; computer facilities, online services, and databases that serve as points-of-access to informational resources beyond the walls of the Library; an instructional facility for the teaching of information retrieval and information literacy; an Archives and Special Collections unit; and media distribution services in support of instruction.

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

Hours of Service:
Monday–Friday 8:00am–11:00pm
Saturday 8:30am–9:00pm
Sunday noon–9:00pm

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

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

The Collection: The holdings include 243,000 bound volumes of books, 143 online databases (of which more than 50,000 are full text), 68,000 e-books, 600 current print journal subscriptions, 3,000 videos, 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 off-site.

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

Ombudsperson
Reporting to the Vice President for Student Affairs, the Ombudsperson is authorized to investigate student concerns and to make recommendations regarding the out-
come of those investigations. The Ombudsperson, available to all students enrolled at the College, is a source of information about College policies and procedures and, in certain situations, will provide mediation and advocacy services. Students may be advised to visit other College offices to file official student concerns as well.

The Ombudsperson helps students to develop positive strategies to resolve problems and conflicts and acts as a neutral party to hear any type of student concern or dispute related to the College.

The Office deals with academic matters such as grade appeals, accusations of cheating and plagiarism, faculty/student disputes, and non-academic matters such as billing disagreements, conduct issues, campus issues, and interpersonal conflict. This is not a comprehensive list, as it is understood that each individual may have concerns and needs that are unique.

Students can file an official complaint or put information “on the record” at the Office of the Ombudsperson in the South Administration Building (1A), Room 301.

**Email Accounts**

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

**Sports and Recreation Center**

Office: Sports and Recreation Center (1R), Room 204

The Sports and Recreation Center houses a full range of facilities and equipment for individual and team sports and games: a gymnasium with seating capacity for 1,200 spectators, an auxiliary gymnasium, two fitness rooms, racquetball courts, and a 25-meter pool. Outdoor facilities include a track, tennis courts, and ball fields. On a membership basis, faculty, staff, alumni, and the general public also have access to the facilities.

**Student Affairs**

South Administration Building (1A), Room 301
Vice President, A. Ramona Brown
718.982.2335

The Division of Student Affairs is committed to providing quality services and programs that support the mission of the College and enhance the learning and development of our diverse populations of students. The programs and services coordinated through the Division of Student Affairs are provided by professionals committed to students’ intellectual, emotional, social, cultural, and recreational development.

The offices providing the programs and services of the Division are:

**Career and Scholarship Center**

Center for the Arts 1P-116 718.982.2504
Counseling Center 1A-109 718.982.2392
CSI Association 1C-202 718.982.3097
Disability Services 1P-101 718.982.2510
Graduate Admissions 2A-103 718.982.2190
Health Center 1C-112 718.982.3045
New Student Orientation/CLUE 2A-208 718.982.2529
SEEK 1A-112 718.982.2415
Sports and Recreation 1R-204 718.982.3160
Student Life 1C-201 718.982.3074
Wellness Program 1C-112 718.982.3113

**The Bertha Harris Women’s Center**

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

**Graduate Degrees and Certificate Programs**

Accounting (MS)
Advanced Certificate for Autism Spectrum Disorders
Biology (MS)
Business Management (MS)
Cinema and Media Studies (MA)
Computer Science (MS)
Education
  Childhood (Elementary) (MSEd)
  Adolescence (Secondary) (MSEd)
  Special Education Childhood (1-6) (MSEd)
  Special Education Adolescence Generalist (Grades 7-12)
  Post-Master's Advanced Certificate for Leadership in Education
English (MA)
Environmental Science (MS)
History (MA)
Liberal Studies (MA)
Mental Health Counseling (MA)
Neuroscience, Mental Retardation, and Developmental Disabilities (MS)
Nursing
  Adult Health (MS)
  Gerontological (MS)
Academic Services/Student Services    29

Post-Master’s Advanced Certificate in Adult Health Nursing
Advanced Certificate in Cultural Competence
Post-Master’s Advanced Certificate in Gerontological Nursing
Post-Master’s Advanced Certificate in Nursing Education
Physical Therapy (DPT)

Graduate Program Coordinators
Graduate Program Coordinator Listing

Autism Spectrum Disorders (Advanced Certificate)
Professor Kristen Gillespie-Lynch
Building 4S, Room 234
718.982.4121 fax: 4114
kristen.gillespie@csi.cuny.edu

Accounting (MS)
Professor John Sandler
Building 3N, Room 238
718.982.2921 fax: 2965
john.sandler@csi.cuny.edu

Biology (MS)
Professor Frank Burbrink
Building 6S, Room 131
718.982.3961 fax: 3852
frank.burbrink@csi.cuny.edu

Business Management (MS)
Professor Rosane Gertner
Building 3N, Room 201
718.982.2964 fax: 2965
rosane.gertner@csi.cuny.edu

Cinema and Media Studies (MA)
Professor Cynthia Chris
Building 1P, Room 224D
718.982.2557 fax: 2710
cynthia.chris@csi.cuny.edu
Professor Sherry Millner
Building 1P, Room 224E
718.982.2536 fax: 2710
sherry.millner@csi.cuny.edu

Computer Science (MS)
Professor Shuqun Zhang
Building 1N, Room 210
718.982.3178 fax: 2856
shuqun.zhang@csi.cuny.edu

Education (MSEd)
Professor Susan Sullivan
Building 3S, Room 218
718.982.3744 fax: 3743
susan.sullivan@csi.cuny.edu

Childhood Education (Sequence I and II)
Professor Vivian Shulman
Office Hours: Tuesdays, 2:30-4:30/Thursdays 3:00-4:30 and by appointment
Building 3S, Room 223
718.982.4086 fax: 3743
vivian.shulman@csi.cuny.edu

Adolescence Education (Sequence I and II)
Professor Kenneth Gold
Building 3S, Room 208C
718.982.3737 fax: 3743
kenneth.gold@csi.cuny.edu

Special Education (Sequence I and II)
Professor Nelly Tournaki
Building 3S, Room 219
718.982.3728 fax: 3743
nelly.tournaki@csi.cuny.edu

Leadership in Education (Post-Master’s Advanced Certificate)
Professor Ruth Silverberg
Building 3S, Room 105A
718.982.3726 fax: 3743
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Professor Donna Gerstle
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Liberal Studies (MA)
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Mental Health Counseling (MA)
Professor Judith Kuppersmith
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Neuroscience (MS)
Professor Alejandra Alonso
Building 6S, Room 229A
718.982.4153 fax: 3953
alejandra.alonso@csi.cuny.edu

Nursing (MS and Post-Master’s Advanced Certificate)
New York State Registration

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

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<tr>
<th>Degree</th>
<th>College Title</th>
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<tr>
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<tr>
<td>Advanced Certi-</td>
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The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of The University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.
DOCTORAL DEGREE PROGRAMS

Biology (PhD), offered jointly with The City University Graduate School
Chemistry (PhD), offered jointly with The City University Graduate School and Brooklyn College
Computer Science (PhD), offered jointly with The City University Graduate School
Nursing (DNS), offered jointly with The City University Graduate Center
Physics (PhD), offered with the PhD program of The City University Graduate School
Physical Therapy (DPT)

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 research. Research emphasis is on neuronal development, synaptic plasticity, and molecular mechanisms underlying learning, memory, and developmental disabilities. Students are admitted to the program by the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Probal Banerjee (CSI) at probal.banerjee@csi.cuny.edu, 718.982.3938 or Dr. Andrzej Wieraszko (CSI) at andrzej.wieraszko@csi.cuny.edu, 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; 212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Anatoliy Gordonov, Department of Computer Science at CSI (718.982.2852; email gordonov@mail.csi.cuny.edu).

Doctoral Program in Physics

The College of Staten Island participates in the CUNY Doctoral program in Physics. Students in this program are admitted through the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) under the auspices of the College. Courses are taken at the Graduate Center together with students associated with other participating CUNY colleges. Dissertation research is done at CSI. The department has a well-equipped laser and photonics laboratory. Current research interests include experimental and theoretical optics, condensed matter physics, quantum systems, particle physics, polymer physics, material science, and astrophysics. Students interested in the program are advised to consult Professor William Schreiber, Department of Engineering Science and Physics at CSI (718.982.2810; email: schreiber-w@mail.csi.cuny.edu).

Doctoral Program in Polymer Chemistry

The College participates with the Graduate School and University Center in offering a PhD program in Polymer Chemistry. Interested students may also study for the master's degree while in the doctoral program. The program is designed to give the student a broad background in chemistry along with an interdisciplinary approach to polymer science. Emphasis is placed on the relationship between the synthesis, structure, properties, and utilization of natural and synthetic polymers. Students are admitted to the program by the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Nan-Loh Yang, Department of Chemistry at CSI (718.982.5873; email: yang-n@mail.csi.cuny.edu).

Doctoral Program 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.

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.

Additional Courses
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)

Graduate 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.
Master of Science in Accounting (MS)
Program Coordinator: John Sandler
Building 3N, Room 238
Telephone: 718.982.2963
The College of Staten Island offers a program leading to the degree of Master of Science in Accounting. Designed to provide accounting students with specialized knowledge in a critical area of accounting while also providing them with a broader understanding of the business environment and enabling students to meet the 150 credit requirement for CPA licensure.

The Department of Business at CSI also offers Baccalaureate degrees in Accounting and in Business (with concentrations in Finance, International Business, Management, and Marketing). 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 Accounting.

Accounting Admission Requirements
The program admits students for the fall semester only.

- A graduate Accounting Steering Committee comprised of the Program Coordinator and Area Coordinators from Accounting, Finance, International Business, Management, and Marketing will determine admissions using the following criteria:
  - Baccalaureate degree in Accounting or a related field such as Business or Economics. Potential students may apply after taking proficiency courses.
  - Letter of intent
  - Overall Grade Point Average (GPA) of 3.0 or higher.
  - Graduate Management Admissions Test (GMAT).
  - CSI graduates who have a GPA of 3.2 or higher in their accounting or business pre-major and major are exempt from taking the GMAT.
  - The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam is a requirement of students for whom English is a second language. The minimum score required for TOEFL is 600 (paper), 250 (Computer), or 100 (Internet). The minimum score for the IELTS exam is 7 (overall band).
  - Two letters of recommendation from instructors or employers. One letter, whenever possible, should come from a current or former employer.
  - All applicants must demonstrate proficiency in business fundamentals and in-depth knowledge of accounting by having completed the following undergraduate coursework before starting the MS:
    - Seven courses in accounting (including introductory, intermediate, and cost accounting, taxation, and auditing)
    - Two courses in business law (including the law of contracts, sole proprietorships, partnerships, and corporations)
    - Two courses in finance (including managerial finance)
    - One course in communications (may be a communications course or a business course with a strong emphasis on business presentations)
    - One course in computer fundamentals (i.e. MS Windows, Office, Internet skills)
    - Two courses in economics (microeconomics and macroeconomics)
    - Two courses in quantitative methods (minimum of pre-calculus and statistics)
    - One course in management
    - One course in marketing
    - Applicants may substitute a passing score on the CLEP examination for any of the proficiency requirements.

- The Admission Committee may request an interview.

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

Core Courses
FNC 600 Financial Management
MGT 600 The Administrative Process
MGT 605 Business Government and Society
MKT 600 Strategic Marketing 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 five advanced courses:
Advanced Courses
ACC 725 Forensic Accounting
ACC 730 Accounting/Management Information Systems
ACC 750 Accounting Research
FNC 730 Financial Statement Analysis
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 select one course from the following:
ACC 740 Tax Strategies and Business Decisions
BUS 720 Global Strategy Abroad: Focusing on a Foreign-Based Firm
FNC 740 Financial Planning
MGT 710 Leadership and Organization Effectiveness
MGT 720 Global Business Strategy
MGT 730 Strategic Human Resource Management
MGT 790 Seminar in Contemporary Business Topics
MGT 820 Intellectual Property Management
MKT 730 Services Marketing and Management
MKT 740 Business to Business Marketing

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

The core courses provide students with a broader understanding of the other major business disciplines (management, marketing and finance), as well as the norms of ethics and social responsibility that influence accounting decisions and outcomes. The degree will also enable students to meet the 150 credit requirement for CPA licensure while providing students with the broader perspective now emphasized by the accounting profession.

Master of Science in Accounting 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 ac-
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
This 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
Corequisite: 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

MGT 820  Intellectual Property Management
3 hours; 3 credits
This course will give students the tools to understand and manage the most important aspects of intellectual property (IP) rights (patents, trademarks and copyrights) in a global environment. The management and protection of corporate IP rights is a critical management function in
today's globalized economy. In the case of software and the media business, intellectual property is the lifeblood of the industry. Students will learn through lectures, discussions, guest speakers and case analysis as well as assigned readings.

Prerequisite: MGT 600 and MGT 605

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.

Prerequisite: MKT 600

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 text 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

Autism Spectrum Disorders Advanced Certificate

Program Coordinator: Assistant Kristen Gillespie-Lynch
Building 4S, Room 234
Email: kristen.gillespie@csi.cuny.edu
Telephone: 1.718.982.4121

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

Autism Spectrum Disorders Advanced Certificate Requirements

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

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

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

3. Two letters of recommendation.

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

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

Continuation Requirements

Each student must maintain an average of 3.0 in the four core courses (see below Curriculum) in order to be awarded the Certificate. Students who drop below a 3.0 average may continue in the Program but may not be awarded the Certificate. No grade in an individual course may be below 2.0 for the Certificate to be awarded.

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

Certificate Requirements: 12 credits
ASD 701  Autism Spectrum Disorders
ASD 702  Foundations of Treatment and Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders
           Part I
ASD 703  Foundations of Treatment and Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorder Part II
ASD 704  Speech, Language, and Communication

Autism Spectrum Disorders Advanced Courses

ASD 701  Autism Spectrum Disorders: Contemporary Issues
           (Also EDP 701)
           3 hours; 3 credits
This course provides an overview of key issues related to autism and related disorders. The content is discussed from an interdisciplinary and cross-paradigm perspective. Topics range from issues of diagnosis and classification to the challenges and realities facing families of individuals on the spectrum. By exploring a broad range of topics and perspectives, students develop integrative paradigms and the spirit of collaboration with professionals from other disciplines and families as they approach their work with children and adults on the autism spectrum.
Prerequisite: Admission into the Certificate program

ASD 702  Treatment Approaches, Applications, and Methods for Individuals with Autism (ASD) Part I
           (Also EDP 702)
           3 hours; 3 credits
This course covers the foundations of treatment and invites critical examination of treatment approaches, applications, and methods intended for individuals with Autism Spectrum Disorder (ASD). Much of the course focuses on the foundations and principles of Applied Behavior Analysis, but other approaches are also included. Distinctions are made, where appropriate, between approaches and methods for low- and high-functioning individuals (including individuals with Asperger Syndrome). Evidence-based treatments are contrasted with non-empirical treatments to encourage critical thinking.
Prerequisite: ASD/EDP 701

ASD 703  Treatment Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders (ASD) Part 2 (Advanced Topics)
           (Also EDP 703)
           3 hours; 3 credits
This course covers advanced topics of treatment approaches, applications, and methods intended for individuals with Autism Spectrum Disorder (ASD), with a major focus on the theoretical underpinnings of Applied Behavior Analysis. This course critically contrasts various treatment approaches from a more advanced perspective. Advanced topics include, but are not limited to, functional analysis, contingency contracting/token economies, self-management, generalization and maintenance of behavior change, relationship based models, and ethical issues.
Prerequisite: (ASD/EDP 702)

ASD 704  Contemporary Approaches to Assessment and Intervention of Speech, Language, and Communication Development in Individuals with Autism Spectrum Disorders
           (Also EDP 704)
           3 hours; 3 credits
Contemporary issues in the areas of speech, language and communication in individuals with Autistic Spectrum Disorders. Models of typical and atypical language acquisition are discussed as they relate to individuals on the autism spectrum. Assessment and intervention issues from different perspectives, including developmental and behavioral approaches, are reviewed. Other topics include augmentative and alternative communication, social skills development, and models of service delivery.
Prerequisite: ASD/EDP 703

Master of Science in Biology (MS)

Program Coordinator: Professor Frank Burbrink
Building 6S, Room 143
Email: frank.burbrink@csi.cuny.edu
Email: biologymasters@csi.cuny.edu
Telephone: 718.982.3961

(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 evolution, ecology, and behavior. The program is an appropriate foundation for students whose current goal is a terminal master’s degree as a credential for laboratory or field research and for students who intend to continue to study toward 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 cred-
its) 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.

Biology 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 course 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. Students may choose between a research-based thesis option or a non-thesis option. For those students who will pursue a research-based option, six credits may be allocated to thesis research (BIO 799). Three courses are required of all candidates: BIO 603, BIO 605, and ESC 601. The remaining courses, 21 credits, will be chosen according to the student’s career goals with faculty guidance.

Prior to the completion of 15 credits, students pursuing a research degree are required to present their thesis 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 Department of Biology, including the student’s adviser. Non-thesis students will select a three-member examination committee, who will administer and exit examination based upon the coursework undertaken during the degree program.

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 within The City University may be applied to the MS in Biology with approval of the program coordinator. Alternatively, for courses taken outside of CUNY, a maximum of six credits may be accepted for transfer. A grade of 3.0 (B) is the minimum grade accepted for transfer credit.

Master of Science Biology Degree Requirements:

<table>
<thead>
<tr>
<th>30 credits</th>
<th>Three required courses: (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 603</td>
<td>Scientific Communication</td>
</tr>
<tr>
<td>BIO 605</td>
<td>Statistical Analysis</td>
</tr>
<tr>
<td>ESC 601</td>
<td>The Biosphere and Our Species</td>
</tr>
</tbody>
</table>

Of the remaining 21 credits required for partial fulfillment of the Master of Science in Biology degree, students may choose from the following courses. If the student is matriculated at the College of Staten Island as an undergraduate, they may not repeat the more advanced course for credit.

| BIO 705 | Biology of Cancer | 3 credits |
| BIOT 722 | Marine Ecology | 3 credits |
| ESC 722 | Biogeography | 3 credits |
| BIO 730 | Principles and Methods of Systematics, Evolution, and Phylogeny | 3 credits |
| BIO 735 | Advanced Microscopy | 3 credits |
| BIO 740 | Cellular Toxicology | 3 credits |
| BIO 743 | Laboratory Methods in Molecular Genetics | 3 credits |
| ESC 743 | Molecular Genetics | 3 credits |
| BIO 750 | Introduction to Bioinformatics and Genomics | 3 credits |
| BIO 761 | Mathematical Methods in Biology | 3 credits |
| BIO 771 | Principles of Epidemiology | 3 credits |
| BIO 799 | Independent Study | 0-6 credits |
| BIO 891-894 | Thesis Research | 0-8 credits |

In satisfying these 21 credits, students may take up to nine credits in other departments at CSI, at other senior colleges in CUNY, or at the Graduate School.

Biology Courses

BIO 603 Scientific Communication
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 hours; 3 credits
Statistical analysis as applied to all biological fields; the course will emphasize analysis of students’ own data. ANOVA, regression, time series, and randomization tests will be included. Students must learn SPSS or the R statistical programs.
Prerequisite: BIO 272, MTH 214 or equivalent

BIO 704  Advanced Statistics
Also MTH 704
3 hours, 3 credits
This course teaches statistical analysis using the concept of Likelihood to drive Model Selection. The subject matter differs from other statistical methods in that a single model is chosen from multiple alternatives based on data. To enroll in this course students must have taken an undergraduate course in statistics and calculus.

BIO 705  Biology of Cancer
3 hours, 3 credits
The fundamentals of cancer biology will be covered. Topics include: Oncogenes/Tumor Suppressor Genes, Molecular Pathways of Signal Transduction, Cell Cycle Control, Apoptosis, Angiogenesis, and Tumor Progression. Classical experiments will be presented alongside current findings in each field.

BIO 720  Entomology
3 lecture hours, 3 laboratory hours; 4 credits
A comprehensive introduction to entomology. Lecture 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

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 sociobiology and ecology of selected species will be treated in greater detail.

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

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 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. Historical changes in scientific thought concerning the means of movement (e.g., land bridges, rafting, plate tectonics) are presented. The flora and fauna of unique regions of the Earth (e.g., Madagascar, Australia, South America, and Antarctica) will be examined for similarities and differences in their compositions. The effects of humans, early and present, on distribution are discussed. Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent. NOTE: ESC 735 may substitute for this course

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

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
Prerequisites: BIO 312 and BIO 352 or equivalent
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, coding region identification, gene prediction, database searching and similarity analysis, pairwise and multiple sequence alignment, PCR primer design, phylogenetic analyses, protein structure and property prediction, RNA structure prediction, and microarray analyses. Course format includes lectures and sequence analysis exercises. Prerequisite: BIO 352 or equivalent. Recommended: BIO 370 or BIO 352 or equivalent and BIO 751 or equivalent. Not open to students who have taken BIO 326
BIO 761  Mathematical Models in Biology  
3 lecture hours, 3 laboratory hours; 4 credits  
Use of mathematical models in all fields of biology. Differential equations, difference equations, and simulations. Nonlinear dynamics of biological systems. Prerequisites: MTH 230 or equivalent plus at least one advanced course in biology (300 level or above).

BIO 771  Principles of Epidemiology  
3 hours; 3 credits  
Introduction to principles and methods of epidemiological investigation of both infectious and noninfectious diseases. How studies of the distribution and dynamics of diseases in communities and populations contribute to an understanding of their etiology, modes of transmission, and pathogenesis. Clinical examples of the evaluation of treatment, prevention, costs, and policy implications of disease. Prerequisites: BIO 272 and basic computer knowledge.

BIO 780  Comparative Physiology  
4 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, CHM 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 no less than three credits in one semester. This course may be repeated. No student may apply more than a total of six credits of thesis research toward the degree.

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.

Master of Science in Business Management (MS)

Program Coordinator: Eugene Garaventa  
Building 3N, Room 202  
Telephone: 718.982.2963  
The College of Staten Island offers a program leading to the degree of Master of Science in Business Management. Designed for a broad spectrum of students with undergraduate degrees in business and related fields, it is focused on strategic management and accounting skills with required courses in major decision-making areas. Students will study advanced analytical methods and theory and acquire experience with new technology.

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

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

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

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

Business Management Admission Requirements
The program admits students for the fall semester only. A graduate Business Management Steering Committee comprised of the Program Coordinator and Deputy Area Coordinators from Accounting, Finance, Information Systems, International Business, Management, and Marketing will determine admissions using the following criteria:

- Baccalaureate degree in Business or related fields such as Accounting, Corporate Communications or Economics.
- Overall Grade Point Average (GPA) of 3.0 or higher.
- Letter of intent
- Graduate Management Admissions Test (GMAT).
- Students with degrees in corporate communications may choose to take the Graduate Record Examination (GRE).
- CSI Graduates who have a GPA of 3.2 or higher in their accounting or business pre-major and major requirements are exempt from taking the GMAT.
- The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam is a requirement of student for whom English is a second language. The minimum score required for TOEFL is 600 (paper), 250 (Computer), or 100 (Internet). The minimum score for the IELTS exam is 7 (overall band).
- Two letters of recommendation from instructors or employers. One letter, whenever possible, should come from a current or former employer.
- All applicants must demonstrate proficiency in business fundamentals by having completed the following undergraduate coursework before starting the MS:
  - 2 courses in accounting**
  - 1 course in communications (may be a communications course or a business course with a strong emphasis on business presentations)
  - 1 course in computer fundamentals (i.e. MS Windows, Office, Internet skills)
  - 2 courses in economics (microeconomics and macroeconomics)
  - 2 courses in quantitative methods (minimum of pre-calculus and statistics)
  - 1 course in management
  - 1 course in marketing

**CSI offers a graduate proficiency accounting course (ACC 600)
Applicants may substitute a passing score on the CLEP examination for any of the proficiency requirements.

Business Management Degree Requirements
Students in the Master’s degree program in Business Management are required to take 30 credit hours, or ten courses at three credits each, at the graduate level. Most students will have satisfied prerequisites in accounting (two 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 fully completed the prerequisites, 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 eight:
- ACC 725 Forensic Accounting
- ACC 730 Accounting/Management Information Systems
- ACC 740 Tax Strategies and Business Decisions
- FNC 730 Financial Statement Analysis
BUS 720  Global Business Strategy: Focusing on a Foreign-Based Firm
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).

ACC 750  Accounting Research Course
3 hours; 3 credits
As a requirement to sit for the CPA exam, students will obtain hands-on experience in researching and evaluating technical accounting, tax, and audit issues. Prerequisite: ACC 600 or ACC 414

BUS 720  Global Business Strategy Abroad: Focusing on a Foreign-Based Firm
3 hours; 3 credits
The business strategy of a locally-based firm is examined first-hand on site in a chosen country. This course combines a review of a particular indigenous company’s international strategy in view of a country’s governmental policies and economic conditions through a cultural and historical perspective. Students will be required to examine a particular firm’s strategies and relate these to governmental policies as well as to the culture and history in this particular country. Prerequisites: MGT 600, MGT 605 and (MKT 600 or FNC 600) and a GPA of 3.0.

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
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

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.
Prerequisites: MGT 600, MGT 605
Corequisite: 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.
Prerequisite: Instructor permission

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 text 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 Edward Miller
Center for the Arts (1P), Room 232B
Email: edward.miller@csi.cuny.edu
Email: cinemamasters@csi.cuny.edu
The Master of Arts Program in Cinema and Media Studies at the College of Staten Island is uniquely situated in the most vibrant media capital in the world. Our select media lab and a television studio. Our growing program is intended to usher cinema and media studies into a new era of global intellectual and creative exchange.

Students accepted into the program undertake a challenging two-year curriculum that spans core knowledge in media history, theory, criticism, to develop research, writing, and media-making skills in preparation for careers in academia, the arts, or media-related professions.

Students are encouraged to work one-on-one with an engaged, diverse faculty composed of active distinguished film scholars and historians, and prominent film, video, and digital media artists. In addition, our students have the rare opportunity to combine coursework in both theory and practice, completing either a written or media production thesis, with resources including a digital media lab and a television studio.

Our growing program is intended to usher cinema and media studies into a new era of global intellectual and creative exchange.

Cinema and Media Studies 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- to two-page statement of intent detailing interest in the field, background in film and media studies, and/or research interests; a ten- to 12-page writing sample (a short critical essay on a film topic or other related media); and three letters of recommendation.

The priority deadline for receipt of applications for admission for the fall semester is April 15. Late applications for fall semester will be accepted until May 1. The priority deadline for receipt of applications for the spring semester is November 15. Late applications for spring semester will be accepted until December 1. The department admissions committee will give full consideration to applications received after these respective dates, spaces permitting.

Cinema and Media Studies 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>
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</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>
</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 below 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 comprised 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 theses committee. Successful com-
pletion of the MA thesis requires the approval of all
theses committee members, who will sign the signa-
ture page if the thesis is satisfactory. The candidate
will then submit two copies of the approved thesis
(with signature pages) to the CSI Library for binding
and cataloging. MA thesis are available for consulta-
tion in the CSI Library and through interlibrary loan.

**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 com-
plete. Ideally, the thesis project should emerge from
the candidate’s prior coursework in production. Pro-
duction thesis candidates should expect to be profi-
cient technically, having fully developed the appro-
priate range of production and post-production skills
before undertaking the thesis itself. The process, as
described below, should be closely followed.

2. The candidate must submit a comprehensive thesis
proposal to the graduate studies committee before
beginning the actual thesis. This proposal should be
in the form of an extended research based written
treatment, which should include, at minimum, a de-
scription of the project, a specific timeline for the
stages of production and post-production, and an ac-
count of the research undertaken for the project’s
development, where appropriate. The student should
plan to prepare the thesis proposal with faculty su-
pervision through CMC 894 (Independent Study).

3. If 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 committee will direct and monitor the
stages of thesis production through CMC 799 (Thesis
Research), which may be repeated once for credit
(maximum 8 credits). Before completion of the pro-
duction thesis, two informal reviews take place. First,
the candidate must submit to the thesis committee an
emended proposal, which fully details the style and
mode of production and provides as much as possi-
ble a shooting script. Second, a rough cut of the film
or video must be made available to the committee at
an early stage of post-production. In both instances
the committee will have an opportunity to suggest re-
visions and improvements before the thesis can be
completed.

A copy of the competed thesis in the form of a DVD or
VHS dub is to be submitted to each member of the the-
sis committee. Successful completion of the MA produc-
tion thesis requires the approval of all thesis committee
members.

**Option C: Examinations**

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

1. **Film and Media History:** this section includes the fol-
lowing subject areas: periods, genres, authorship, in-
ternational cinema, and media practices.

2. **Film and Media Theory:** this section includes critical
and theoretical writings on cinema and media, includ-
ing 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 ac-
count 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. Com-
pleted examinations will be due ten days after issu-
ance.

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 stu-
dents 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 semes-
ter 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 rein-
statement 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.
Cinema and Media Studies 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 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

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 Anatoliy Gordonov
Building 1N, Room 204
Email: [anatoliy.gordonov@csi.cuny.edu](mailto:anatoliy.gordonov@csi.cuny.edu)
Telephone: 718.982.2852
Website: [www.cs.csi.cuny.edu/grad](http://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 rapidly evolving and challenging discipline. It serves those students who wish to increase their professional competence for business, industry, and research and development laboratories, as well as those students who wish to enter careers in research and teaching. Students may continue in Doctoral programs in Computer Science including The City University program in which CSI participates.

All students are required to take ten graduate courses (30 credits). These include four foundation courses, and six additional computer science graduate courses. The four foundation courses cover theoretical computer science, advanced operating systems, computer architecture, and programming methodology. Courses to meet the remaining requirements are chosen in consultation with a graduate program advisor 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 exceptions: those courses specifically identified as computing for teachers or other computer science teacher education courses or those courses identified as graduate proficiency courses.

### Computer Science 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
   - Computers and Programming
     - CSC 220
   - Discrete Mathematics
     - CSC 228
   - Information Structures
     - CSC 326
   - Object-Oriented Software Design
     - CSC 330
   - Switching Theory
     - CSC 346
   - Calculus
     - MTH 230 or MTH 231, and MTH 232, MTH 233, or MTH 235, MTH 236
   - Probability
     - MTH 311
   - Linear Algebra
     - MTH 338 or its equivalent.

See the CSI Undergraduate Catalog for descriptions of these courses.

4. Students who satisfy the requirements listed above but who are missing CSC 632 (Operating Systems) or its equivalent in their undergraduate preparation will be admitted as matriculated graduate students but will be required to take the graduate proficiency course CSC 632 (Operating Systems)

5. Students transferring from other related majors or entering from other colleges will be permitted to remedy upper-level undergraduate course deficiencies as follows: students missing any of the following undergraduate course(s): the required undergraduate mathematics course(s), CSC 228, CSC 326, CSC 330, and/or CSC 346, must take these undergraduate courses as non-matriculated graduate students. No more than nine graduate credits may be completed before deficiencies in mathematics, CSC 228, CSC 326, CSC 330, and/or CSC 346 have been remedied. Students who are missing CSC 332 (Operating Systems) in their undergraduate background must take the graduate proficiency course CSC 632 (Operating Systems Design and Implementation).

Undergraduate courses taken to remove deficiencies and graduate proficiency courses must be in addition to the regular coursework for the MS degree.

### Computer Science Degree Requirements

1. Matriculated status
2. A program of 10 courses (30 credits) with at least a 3.0 (B) average. The following core courses are required of all students:

CSC 716  Advanced Operating Systems
CSC 722  Computability
CSC 724  Formal Language Theory
CSC 727  Algorithms and Information Structures
CSC 740  Computer Systems Design

The remaining six courses will be chosen from any of the following: courses listed below under specialization areas; CSC 755 (Applied Mathematics for Computer Science) and/or CSC 759 (Graduate Research Laboratory).

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 an area specified below are advised to select courses from the courses listed in that area. Students who are interested in doing research are also advised to take CSC 755 and/or CSC 759. 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
CSC 770  Parallel Computing

Computer Science Courses

CSC 632  Operating Systems Design and Implementation
3 hours; 3 credits
To convey a thorough understanding of the basics of an operating system. Topics include CPU scheduling; process management and scheduling; interrupts; I/O, device handling; memory and virtual memory management and file management. Case studies of typical modern operating systems.

CSC 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; run-time 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 evalua-
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 716  **Advanced Operating Systems**  
3 hours; 3 credits  
Advanced topics in computer operating systems with a special emphasis on distributed computing, and the services provided by distributed operating systems and real-time operating systems. Topics may include: multi-threading, real-time scheduling, synchronization, and concurrency; interaction of concurrent processes; network management and computer security; protection, remote procedure calls, transactions, shared memory, message passing, and scalability; other selected topics in state-of-the-art operating systems.  
Prerequisite: CSC 632 or CSC 332 (undergraduate Operating Systems or equivalent)

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 731 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 trade-offs. 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 internetworking. Presentation layer protocols including virtual terminal and file transfer protocols, cryptography, and text compression. Specific examples and standards will be cited throughout the course for point-to-point, satellite, packet radio, and local networks.
Prerequisite: 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 re-
search 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.

**CSC 770**  Parallel Computing  
3 hours; 3 credits  
In this course students will learn about the foundations of parallel computing. The emphasis will be on algorithms that can be used on shared- and distributed-memory systems. The course will include both a theoretical component and a programming component. The topics covered will encompass on fundamentals of parallel computing, parallel computer architectures, performance, communication, decomposition techniques for parallel algorithms, parallel programming models such as OpenMP and MPI models, analytical modeling of parallel programs, algorithms and languages. Appropriate examples of existing or proposed parallel architectures will be surveyed as well as recent advances in parallel algorithms for scientific computing. Specific parallel algorithms for solving scientific problems and their implementation on parallel machines related to numerical analysis, scientific applications, runtime environments, performance analysis will be discussed. To enroll in this course, students must have knowledge in organization and processing of various types of information structures, storage allocation, sorting, and searching techniques.

Prerequisites: Permission of the Graduate Coordinator

### Graduate Programs in Education

Department Chairperson: Associate Professor Eleni (Nelly) Tournaki  
Email: nelly.tournaki@csi.cuny.edu  
Telephone: 718.982.3728  
Building 3S, Room 219

The Department of Education offers programs leading to the Master of Science in Education (MSEd) in Childhood Education, Adolescence Education, Special Education Childhood (1-6), Special Education Adolescence Generalist (7-12), 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)  
- EDM - Middle School 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, environmental science, 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 program.
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 and II: Associate Professor Vivian Shulman
Education Building (3S), Room 215; telephone: 718.982.4086
Email: vivian.shulman@csi.cuny.edu

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

Childhood Education Admission Requirements
For Sequence 1, candidates must have completed the coursework leading to a New York State initial certificate in childhood education or early childhood education. A copy of the certificate must be submitted to the program when it is granted by the New York State Education Department. Candidates must also possess a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, at least six credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 3.0.

For Sequence 2, candidates must possess a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, at least six approved credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 3.0.

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 3.0 (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.

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

Sequence 2 consists of a minimum of 45-49 graduate credits. Students complete six required core courses before selecting form an array of advanced graduate courses.

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

Credit Distribution for Sequence 1 (33-38 credits)
Area 1: Psychological Foundations of Education (3-4 credits)
EDD 611 Advanced Educational Psychology
EDD 612 Sociocultural Development During Childhood
EDD 613 Developmental Psychology: Childhood
EDD 614 Different Minds: Exploring Cognitive Diversity
EDD 617 Topics in Moral Development and Education
EDD 623 The Cultural Context of Learning and Thinking
EDD 625 Activity Approach to Development and Learning
EDD 629 Factors and Components of Educability
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDD 691</td>
<td>Perspectives on Managing Diverse Learning Settings</td>
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<td>Area 2: Social Foundations of Education (3-4 credits)</td>
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<td>EDD 606</td>
<td>History of Urban Education in the United States</td>
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<td>EDD 616</td>
<td>Comparative and International Education</td>
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<td>EDD 624</td>
<td>Multi-ethnic Approach to Teaching</td>
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<td>EDD 632</td>
<td>Social Foundations Introductory Seminar</td>
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<td>EDD 634</td>
<td>Teaching In America: The Lives of Teachers</td>
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<td>EDD 635</td>
<td>Experimental Philosophy of Education</td>
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<td>EDD 636</td>
<td>The Good Teacher</td>
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<td>EDD 637</td>
<td>The Microsociology of Classroom Life</td>
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<td>EDD 638</td>
<td>The History of Fads and Frills in Schools</td>
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<td>EDD 643</td>
<td>Sociology of Schools</td>
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<td>Area 3: Literacy (3-4 credits)</td>
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<td>EDE 605</td>
<td>Language, Culture, and Literacy Development</td>
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<tr>
<td>EDE 612</td>
<td>Literacy Assessment: Understanding Struggling Readers and Writers for Teachers</td>
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<tr>
<td>EDE 611</td>
<td>Effective Literacy Instruction at the Elementary School Level</td>
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<tr>
<td>EDE 614</td>
<td>Literacy Coaching and Staff Development</td>
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<tr>
<td>EDE 615</td>
<td>Special Topics of Literacy</td>
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<tr>
<td>EDE 650</td>
<td>Advanced Studies in Reading</td>
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<tr>
<td>EDE 651</td>
<td>Integrated Strategies for Underachieving Readers</td>
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<tr>
<td>EDE 652</td>
<td>Children’s Literature</td>
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<tr>
<td>Area 4: Mathematics (3-4 credits)</td>
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<tr>
<td>EDD/MTH 627</td>
<td>Historical Perspectives on Mathematics Topics</td>
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<tr>
<td>EDE 640</td>
<td>Advanced Mathematics Education for Elementary School Teachers Grades 3-6</td>
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<tr>
<td>EDE 642</td>
<td>Advanced Mathematics for Elementary School Teachers Grades 1-2</td>
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<tr>
<td>EDE 643</td>
<td>Mathematics in Curriculum</td>
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<tr>
<td>EDE 644</td>
<td>Mathematics Pedagogy in the Elementary School</td>
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<tr>
<td>EDE 645</td>
<td>Patterns in Mathematics</td>
</tr>
<tr>
<td>EDE 646</td>
<td>Issues in Mathematics</td>
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<tr>
<td>Area 5: Science (3-4 credits)</td>
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<tr>
<td>ESC 602</td>
<td>Environmental Science for Elementary School Teachers</td>
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<tr>
<td>EDE 630</td>
<td>Advanced Science Education for Elementary School Teachers, Grades 3-6</td>
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<tr>
<td>EDE 631</td>
<td>Advanced Science Education for Elementary School Teachers, Grades 1-2</td>
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<tr>
<td>EDE 680</td>
<td>Science Curriculum in the Elementary School</td>
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<tr>
<td>EDE 681</td>
<td>Science Experiment Design for the Elementary School</td>
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<tr>
<td>EDE 682</td>
<td>Children’s Naïve Theories and Misconceptions In Science</td>
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<tr>
<td>EDE 683</td>
<td>Modern Physics For Elementary School Teachers</td>
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<tr>
<td>EDE 684</td>
<td>Big Ideas of Science</td>
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<tr>
<td>Area 6: Social Studies Education (3-4 credits)</td>
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<tr>
<td>EDD 620</td>
<td>The Teacher and Curriculum Improvement</td>
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<tr>
<td>EDD 628</td>
<td>Philosophy and Children</td>
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<tr>
<td>EDD 626/HST 626</td>
<td>Historical Themes and Interpretations</td>
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<tr>
<td>Area 7: Elective (6-8 credits)</td>
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<tr>
<td>In consultation with the Graduate Coordinator students will choose two courses to satisfy this area.</td>
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<tr>
<td>Area 8: Education Project (6 credits)</td>
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<tr>
<td>EDD 630</td>
<td>Educational Seminar I</td>
</tr>
<tr>
<td>EDD 631</td>
<td>Educational Seminar II</td>
</tr>
</tbody>
</table>

**Total Credits for Sequence 1: 32-38**

**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
   - 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
   - EDD 616 Comparative and International Education
   - EDD 629 Factors and Components of Educability
   - EDD 643 Sociology of Schools

**Methods in Reading: One course from the following:**
   - EDE 650 Advanced Study in Reading
   - EDE 651 Integrated Strategies for Underachieving Readers
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 in 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
- EDE 652 Children’s Literature
- ESC 602 Environmental Science for Elementary School Teachers
- GEG 601 Geography of Ordinary Landscapes
- POL 636 The Judicial Process
- POL 737 The United States Constitution

Group B:
- EDC 600 Contemporary Curriculum in Early Childhood Education, Grades 1-2
- EDD 620 The Teacher and Curriculum Improvement
- EDD 642 New Media of Instruction
- EDE 620 Advanced Social Studies Education
- EDE 630 Advanced Science Education, Grades 3-6
- EDE 631 Advanced Science Education, Grades 1-2
- EDE 661 Music and Movement in Childhood Education
- EDE 662 Advanced Art

3. Field-based Courses: One of the following alternatives: 3-6 credits
- EDE 608 Teaching Practicum I (2 credits) and
- EDE 609 Teaching Practicum II (1 credit), or
- EDE 610 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

Total Credits for Sequence II: 45-49

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Master of Science in Adolescence Education (MSEd)
Program Coordinator for Sequence I and II: Associate Professor Kenneth Gold
Education Building (3S), Room 218; telephone: 718.982.3737
Email: kenneth.gold@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.
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.

Adolescence Education Degree Requirements
Sequence 1 consists of a minimum of 33-38 graduate credits distributed among 11 courses in the categories listed below. Sequence 2 consists of a minimum of 46-53 graduate credits in the categories listed below. In both sequences, students are required to complete an acceptable educational research project, which is carried out under faculty supervision in EDD 630 and EDD 631.

Credit Distribution for Sequence 1 (33-38 credits)
1. Required Areas of Study
   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 Multiethnic Approaches to Teaching
   EDD 643 Sociology of Schools

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

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

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

Credit Distribution for Sequence 2 (46-53 credits)
1. Core Courses 13 credits
   EDD 602 Studies in Urban and Metropolitan Education
   EDD 610 Adolescent Development and Learning

   One course from the following:
   EDS 615 The Secondary School Curriculum in the Social Studies
   EDS 616 The Secondary School Curriculum in English
   EDS 617 The Secondary School Curriculum in Mathematics
   EDS 618 The Secondary School Curriculum in Science

   One course from the following:
   EDS 601 The Pedagogy of Secondary School in the Social Studies
   EDS 602 The Pedagogy of Secondary School in English
   EDS 603 The Pedagogy of Secondary School in Mathematics
   EDS 604 The Pedagogy of Secondary School in Science

2. Advanced Courses 24-28 credits
   Teaching 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
Both of the following:
  
  Upon satisfactory completion of the program, students will have met the academic requirements for initial certification in childhood education. 

Sequence 2: This sequence is designed for college graduates who have not completed the course requirements for initial certification in childhood education. It is designed to serve dual functions through two distinct instructional sequences:

- 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) and
- EDS 610 Teaching Practicum II (1 credit) or
- 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 Sequences I and II: Associate Professor Nelly Tournaki

Education Building (3S), Room 219; telephone: 718.982.3728

Email: nelly.tournaki@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.

**Special Education Childhood (1-6) Admission Requirements**

For Sequence 1, candidates must have completed the courses required for a New York State initial certificate in childhood education or early childhood education. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. Candidates must also have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration, and an overall grade point average (GPA) at or above 3.0 (B).

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).

Applications 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 3.0 (B).

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

**Special Education Childhood (1-6) 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
OR
EDD 630 Educational Seminar I
EDP 642 Research Project in Special Education
OR
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
ASD/ED P 701 Autism Spectrum Disorders: Contemporary Issues
ASD/ED P 702 Treatment Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders (ASD) – Part 1
ASD/ED P 703 Treatment Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders (ASD) – Part 2 (Advanced Topics)
ASD/ED P 704 Contemporary Approaches to Assessment and Intervention of Speech, Language, and Communication Development in Individuals with Autism Spectrum Disorders

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

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

Special Education Adolescence Generalist (Grades 7-12) Admission Requirements
For Sequence 1, candidates must have completed the courses required for a New York State initial certificate in early childhood, childhood, or adolescence education. Official transcripts and a copy of the For Sequence 1, candidates must have completed the courses required for a New York State Initial Certificate in early childhood, childhood, or adolescence education. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. Candidates must have a baccalaureate degree. Each candidate must have completed 36 credits in liberal arts and science concentration and one year of college-level foreign language or the equivalent. The overall grade point average (GPA) must be 3.0 (B) or above. According to New York State Department of Education (2010) special education requirements, each student must have completed two approved courses or a minimum of six credits in each of the following areas: Laboratory Science; History; English; and Mathematics. Each of these courses must be completed with a grade of 3.0 (B) or better.

For Sequence 2, candidates must have a baccalaureate degree. Each candidate must have completed 36 approved credits in a liberal arts and sciences and one year of college-level foreign language or the equivalent; and an overall grade point average (GPA) at or above 3.0 (B). According to the New York State Department of Education (2010) special education requirements, each student must have completed two approved courses or a minimum of six credits in each of the following areas: Laboratory Science; History; English and Mathematics. Each of these courses must be completed with a grade of 3.0 (B) or better.
For both sequences, a candidate with a GPA below 3.0 but above 2.75 may submit a letter of appeal to the program coordinator. However, such appeals will be granted only under extraordinary circumstances. A candidate appealing for admission must present documentation demonstrating the ability to succeed in the program. The candidate may also be required to take up to 24 credits in the liberal arts and sciences courses, as prescribed by the program coordinator, in which each of these courses must be completed with a grade 3.0 (B) or better.

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

**Special Education Adolescence Generalist (Grades 7-12) Degree Requirements**

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

Credit Distribution for Sequence 1 (33 credits)

1. **Core Courses**
   - EDP 610 Psychology of Exceptional Children
   - EDP 611 Social Foundations of Special Education
   - EDP 622 Classroom Management in Special Education and Inclusive Classrooms
   - EDP 626 Principles of Assessment in Special Education
   - EDP 630 Practicum in Special Education
   - EDP 640 Fundamentals of Research in Special Education
   - or EDD 630 Educational Seminar I
   - or EDP 642 Research Project in Special Education

2. **Elective Courses**: One from the following: 3 credits
   - EDD 620 The Teacher and Curriculum Improvement
   - EDP 625 Reading: Advanced Instructional

Total Number of Credits for Sequence I: 33

Credit Distribution for Sequence II (45-48 credits)

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

2. **Advanced Courses** 24 credits
   - EDP 612 Foundations of Special Education
   - EDP 622 Classroom Management in Special Education and Inclusive Classrooms
   - EDP 626 Principles of Assessment in Special Education
   - EDP 640 Fundamentals of Research in Special Education
   - EDP 642 Research Project in Special Education
   - EDP 646 Reading Instruction and Assessment of Adolescent Students with Special Needs
   - EDP 647 Integrating Technology into Teaching Mathematics and Science to Adolescent Students with Special Needs

3. **Field-based Experience** 3-6 credits
   - EDP 631 Teaching Practicum I in Special Education
   - EDP 632 Teaching Practicum II in Special Education
   - or EDP 633 Student Teaching in Special Education

Total Number of Credits for Sequence II: 45-48

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

- 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
- ASD/EDP 701 Autism Spectrum Disorders: Contemporary Issues
- ASD/EDP 702 Treatment Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders (ASD) – Part I
Post-Master’s Advanced Certificate for Leadership in Education
Program Coordinator: Associate Professor Ruth Powers-Silverberg
Education Building (3S), Room 105A; telephone: 1.718.982.3726
Email: ruth.silverberg@csi.cuny.edu

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

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

Admission Requirements for SBL/SDL Track
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.

Admission Requirements for SDL Track
1. School Administrator and Supervisor (SAS) or School Building Leader (SBL) Certificate
2. 51 Credits completed at the graduate level (total of 60 upon completion as required by NYSED)
3. A master's degree with a minimum GPA of 3.0
4. Professional recommendations (three)
5. Three years full-time teaching or Pupil Personnel Services experiences
6. An interview with faculty of the program and district partners

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

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

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

Sequence of Courses for SBL/SDL Track
EDA 710 Curriculum Design and Development
EDA 720 Supervision and Improvement of Instruction in Schools

EDA 724 Organization and Administration of Schools, Part I
EDA 726 Organization and Administration of Schools, Part II
EDA 728 Field Experience I
EDA 729 Field Experience II
EDA 731 Research Seminar in Leadership in Education
EDA 732 Educational Leadership, Part I
EDA 733 Educational Leadership, Part II
EDA 735 Law and Finance in Contemporary Schools

SDL Track
The program requires 9 credits of approved coursework. All courses have a fieldwork component, with fieldwork projects focused on district level issues.

Sequence of Courses for SDL Track
EDA 731 Research Seminar in Educational Supervision and Administration
EDA 733 Educational Leadership Part II
EDA 735 Law and Finance in Contemporary Schools

Graduate Education Courses

EDA - Supervision and Administration Courses

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
Pass/Fail
Candidates perform administrative roles in the New York City Summer Schools under the supervision of the school building supervisor and a program faculty member. Issues of facilities and resource management and improvement of instruction are addressed in the site and through intensive interactions with colleagues and faculty in a weekly seminar.

EDA 729 Field Experience Seminar in Leadership in Education II
3 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 Courses

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 Courses

EDD 602 Studies in Urban and Metropolitan Education
3 hours; 3 credits
An examination of economic, social, and technological developments in United States cities and the resulting educational changes for children in present-day urban areas. The social identities of children are explored in terms of race, class, gender, ethnicity, and ability. Promising programs of urban education are examined as well. This course discusses hazards to children, including child abuse, substance abuse, and child safety, as well as violence prevention. Students spend ten hours in varied education environments examining the connections between school and society. Not open for students who have taken EDE 200, EDS 201, or equivalents.

EDD 606 History of Urban Education in the United States
3 hours; 3 credits
Examination of major developments in United States educational thought, practices, and organization as they occurred in the cities of the United States. Emphasis on the role of identity politics and material transformations in shaping the character of public schools. Contemporary efforts to reform urban education are placed in historical
context. This course meets the human relations requirement of the New York City Board of Education.

EDD 609  Child Cognitive Development and Learning
3 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 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
The course examines the major factors that contribute to development of students’ ability to learn. The study materials include research texts and examples of educational practices in the areas of language, literacy, mathematics, science and social studies. The main focus is on how teachers can implement psychological knowledge for enhancing students’ potential to succeed academically.
Prerequisite: Matriculation in Sequence I Graduate Childhood or Adolescence Education Program or EDD 609 or EDD 610

EDD 612  Sociocultural Development
3 hours; 3 credits
This course examines development during the P-12 years and how it can differ between and within cultural groups. Readings and discussion will focus upon: The role of language in thought and learning; the context of development; and concerns of teachers in urban schools.

EDD 613  Developmental Psychology
3 hours; 3 credits
Psychological development of the child, with emphasis on the cognitive, social, and emotional aspects of growth that play a more role in learning. Research findings concerning the development of students' minds will be related to situations and problems in school settings.
Prerequisite: Matriculation in Sequence 1 Graduate Childhood Program or EDD 609.

EDD 614  Different Minds: Exploring Cognitive Diversity
3 lecture hours; 1 conference hour; 4 credits
New discoveries about the brain and cognitive science have the potential to transform what we know about learning. For example, advances in tools for imaging the brain that show how learning occurs and how the brain can compensate for deficits have implications for improving education. This course explores links between the new interdisciplinary field of neuroscience, cognitive psychology, and the field of education so that educators can begin to shape the kinds of questions that may ultimately improve classroom learning. The central focus is to examine the most recent research in brain function and development as it relates to both typical and exceptional minds, and to begin the discussion of how to apply this knowledge to promote learning. Note: Sequence 2 students need to register for EDE 200 or EDE 260 or EDE 609 or EDE 610 prior to enrolling for this course.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 609, EDD 610 or equivalent.

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.
Prerequisites: Matriculation in Sequence 1 Graduate Adolescence Education Program or EDD 610

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

EDD 617  Topics in Moral Development and Education
3 lecture hours; 1 conference hour; 4 credits
Students examine a number of important questions from the perspective of developmental psychology: What are moral values? How do individuals develop morally and ethically? Is there a connection between moral reasoning and moral behavior? What educational efforts foster character and moral development? Several major perspectives on the development of moral values will be explored, including cognitive development theories (Erikson, Piaget, Gilligan, Kohlberg, among others) and analysis of clinical and observation research studies (e.g., Robert Coles, William Damon). In addition, the interaction of moral values and behavior will be examined through the use of film and literature. Throughout, we examine applications of moral development and behavior to the classroom.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 609, EDD 610 or equivalent.
EDD 618  The Idea of the Contemporary University
3 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 U.S. university and its relationship to U.S. 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 U.S. society. Socialization of the individual in the family, peer group, and community agency, in group educative processes, and in intergroup relations. Individual projects in testing general concepts through exploration of sociological phenomena in the local community.

EDD 623  The Cultural Context of Thinking and Learning
3 lecture hours; 1 conference hour; 4 credits
The wide range of cultural traditions represented in New York City's schools necessitates understanding that goes beyond sympathetic tolerance. This course will address perceived differences that adversely affect students and differences that are important for understanding their learning and development. Areas of focus will include: differences in cultural emphasis and cultural practices, consideration of schooling and literacy as catalysts for particular kinds of cognitive change; and the effects of a changing media landscape upon child development. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 609, EDD 610 or equivalent.

EDD 624  Multiethnic Approaches to Teaching
3 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 625  Activity Approach to Development and Learning
3 lecture hours; 1 conference hour; 4 credits
Why is school knowledge so inert -- so difficult for students to transfer and implement in real-life problem solving? The course explores this issue using the ideas of cultural-historical activity theory of development and learning. It challenges the view of mind as “container for knowledge” and the view of knowledge as information and then offers a fresh look at many popular notions in contemporary education, such as construction of knowledge, hands-on learning, student-centered instruction, discovery learning, and others. The critical difference between memorization and learning with implications for classroom teaching is discussed. The main goal is to examine how teachers can turn from “stuffing” students' minds with information to promoting the development of their thinking. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 609, EDD 610 or equivalent.

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 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)

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 629  Factors and Components of Educability
4 hours; 4 credits
Why do children appear to be so different in their ability to learn? Can we be satisfied with many versions of the “nature and nurture” explanation? What major factors affect students’ educability? What are those more specific abilities that underlie educability and where do they come from? What does it mean to be psychologically ready for formal schooling? The course offers some non-
traditional answers to these questions by challenging the view of abilities as stable intrinsic properties of the individual. The main focus is on what teachers can do to enhance students' ability to succeed academically.

Prerequisite: Matriculation in Sequence 1 Graduate Childhood or Adolescence Education Program or EDD 609 or EDD 610

EDD 630 Educational Seminar I
3 hours; 3 credits
Preparation for a student inquiry involving the collection of data on the processes and conditions of learning, including the identification of a topic, problem, or question for study, and the investigation of relevant literature. Students complete a critical literature review and design a project to be executed in EDD 631.

Prerequisite: Before beginning the course, students must have completed at least 21 credits in the Graduate Adolescence or Childhood Education programs, have a GPA of at least 3.0, and have obtained permission of the instructor.

EDD 631 Educational Seminar II
3 hours; 3 credits
Implementation of a student-initiated inquiry involving the collection of data on the processes or conditions of learning. The seminar serves as a forum to guide and assess students' progress on their project design from EDD 630. Students submit a formal written document and make an oral presentation, both of which critique relevant literature, analyze research findings, interpret the significance of the project, and consider its implications.

Prerequisite: EDD 630

EDD 632 Social Foundations Introductory Seminar
3 Lecture Hours; 1 Conference Hour; 4 Credits
Why do schools tend to be frustrating places for educators and students? How can we make schools better? This course introduces the foundations disciplines of sociology, philosophy and history. Drawing on the content and methodological tools of these disciplines, we explore the dynamic social, political, and economic trends inside and outside of schools, including cultural differences, testing, bureaucracy, classroom dynamics, politics and power, and school communities.

Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDD 602 or equivalent

EDD 634 Teaching In America: The Lives Of Teachers
3 Lecture Hours; 1 Conference Hour; 4 Credits
What has teaching been like for teachers over the last century? What have they thought and felt about their work? And how can understanding the historical experiences of teachers help you in becoming a teacher? This course examines such questions through a variety of artifacts, including primary documents, literature, and film; as often as possible, it highlights teachers' voices through their diaries, letters, and oral histories. In addition to developing knowledge about the lives and work of teachers, students will deepen their abilities to examine historical texts, to synthesize a variety of evidence, and to produce a credible argument about the past.

Pre- or corequisite: EDD 632

EDD 635 Experimental Philosophy Of Education
3 Lecture Hours; 1 Conference Hour; 4 Credits
Experimental philosophers design experiments to test how ordinary people – as opposed to philosophically trained ones – think about philosophical issues and ideas. Students will design and carry out experiments to validate, refine, or refute the ideas of educational theorists or the practices of contemporary schools.

Pre- or corequisite: EDD 632

EDD 636 The Good Teacher
3 Lecture Hours; 1 Conference Hour; 4 Credits
Exploration of teaching as a moral activity from a variety of ethical perspectives and value preferences in order to consider the contributions moral theory makes to classroom instruction, leadership style, and school policy. Students will critique ideas in the ethics of education in order to clarify and articulate their own standards of moral decision making as educational professionals.

Pre- or corequisite: EDD 632

EDD 637 The MicroSociology Of Classroom Life
3 Lecture Hours; 1 Conference Hour; 4 Credits
This course explores the educational applications of sociological and social psychological theory and research to interaction processes within schools and classrooms. Foundational works will provide students with a theoretical understanding of the complex facework that is performed in an array of P-12 classroom settings. Topics include processes of influence, role differentiation, identity formation, social mechanisms, and intra / inter-group dynamics of peer relations. Methods for observation and analysis of small groups will also be addressed.

Pre- or corequisite: EDD 632

EDD 638 The History Of Fads And Frills In Schools
3 Lecture Hours; 1 Conference Hour; 4 Credits
Why do schools regularly adopt and abandon curricula and pedagogies? Why have some schooling practices become thoroughly embedded? This course seeks to understand the temporary and the seemingly permanent in education through an examination of historical cases of school reforms, some of which became essential school practices, others that cyclically appear in slightly different forms from time to time and still others that came and went.

Pre- or corequisite: EDD 632

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.

EDD 643 Sociology Of Schools
4 hours; 4 credits
This course applies sociological approaches to the study of school organization and its effects. Students are intro-
duced to a wide array of topics that relate to the embeddedness of schools in social contexts. The course will span a variety of organizational processes such as moral and technical socialization, stratification, authority, social cohesion, and knowledge organization and distribution.

EDD 691 Perspectives on Managing Diverse Learning Settings (Teachers on Sabbatical Program)

4 hours; 4 credits
This course is designed to a) provide teachers with a theoretical understanding of the origins and consequences of students’ behaviors; b) prepare them to develop multiple positive approaches for addressing these behaviors; and c) provide an opportunity to re-examine their personal practices and philosophy. The course will address a variety of social-psychological approaches that are appropriate for learning settings with diverse populations, including students with special needs and those with varied cultural and linguistic backgrounds. (Open only to students participating in the Teachers on Sabbatical Program).

EDE - Childhood Education (Elementary Education) Courses

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 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 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 of mathematics lessons that address the needs of students with varying abilities. The role of context as it relates to the development of mathematical ideas and strategies in the elementary school years is explored. Attention is given to the use of technology in instruction and of multiple approaches to assessment of learning. A fieldwork component of 15 hours is included. Not open for students who have taken EDE 303 or its equivalent.

EDE 604 Teaching and Learning Science in Elementary Education

3 hours; 3 credits
An inquiry approach to help entering teachers develop methods that foster and encourage elementary students to develop their natural curiosities about their world. Students will learn how to teach science within the context of the state and national science standards. The course will stress experiential teaching of science and refinement of students’ professional approach based on peer feedback and self-reflection. A fieldwork component of 15 hours is included. Not open for students who have taken EDE 303 or its equivalent.

EDE 605 Language, Culture, and Literacy Development

3 lecture hours; 1 conference hour; 4 credits
This course explores literacy as a social, cultural, and political practice in order to unpack and re-imagine literacy learning and teaching for all students. It provides various perspectives on literacy as an integral part of social, cultural, and discursive experiences. Participants closely examine perspectives ranging from critical literacy, new literacies, and traditional social/cultural literacy as a means to highlight the significance of literacy as a socio-cultural and political practice. In the course, students will relate various perspectives to the literacy acquisition environment and literacy instructional practices. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 608 Teaching Practicum I in Elementary Education

2 hours; 2 credits
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

EDE 609 Teaching Practicum II in Elementary Education

1 hour; 1 credit
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

EDE 610 Student Teaching in Elementary Education
6 hours; 6 credits
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

EDE 611 Effective Literacy Instruction at the Elementary School Level
3 lecture hours; 1 conference hour; 4 credits
This course explores literacy as a social, cultural, and political practice in order to unpack and re-imagine literacy learning and teaching for all students. It provides various perspectives on literacy as an integral part of social, cultural, and discursive experiences. Participants closely examine perspectives ranging from critical literacy, new literacies, and traditional social/cultural literacy as a means to highlight the significance of literacy as a socio-cultural and political practice. In the course, students will relate various perspectives to the literacy acquisition environment and literacy instructional practices.

Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 612 Literacy Assessment: Understanding Struggling Readers and Writers for Teachers
3 lecture hours; 1 conference hour; 4 credits
The course is designed to introduce elementary school teachers to a variety of literacy assessment tools that diagnose struggling readers and writers. Exposed to an array of both formal and informal assessment tools, teachers will develop an in-depth understanding of the nature of literacy assessment tools, their applications, constraints, and the importance of systematically assessing the strengths and weaknesses of struggling readers and writers. Teachers will have opportunities to assess learners and develop intervention plans for students they assess.

Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 614 Literacy Coaching and Staff Development
3 lecture hours; 1 conference hour; 4 credits
This course is designed to provide students with an understanding of the roles of administrator of literacy programs, supervisor of literacy specialists, and literacy coach, and how each role contributes to supporting teachers in becoming more thoughtful and knowledgeable about their instruction as a means to significantly improve student outcomes in literacy. The course is conducted through a combination of readings, discussions, activities that model key functions of each role, projects, and field experience. Students will maintain a reflective journal and create a professional development session for literacy specialists.

Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 615 Special Topics in Literacy
3 lecture hours; 1 conference hour; 4 credits
This course is designed to provide teacher candidates with an in-depth exploration of specific literacy issues that are relevant to literacy instruction, acquisition, and participant inquiry. Some examples of such relevant topics would be: vocabulary instruction and acquisition, multimodality, comprehensibility in the age of new literacies, functional literacy in digital times, literacy and music, literacy and art, etc. Expert scholars and educators from the education department will teach the topic course depending on their expertise.

Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 602 or equivalent.

EDE 620 Advanced Social Studies Education for Elementary School Teachers
3 hours; 3 credits
The place of the social studies in the elementary school curriculum. Development of units and other teaching and learning materials. Emphasis on creative learning in the social studies.

EDE 630 Advanced Science Education for Elementary School Teachers, Grades 3-6
3 hours; 3 credits
Investigation of current curriculum improvement projects and new trends in elementary science education. Examination of conceptual schemes in the biological and physical sciences as they relate to the children’s “doing” of science in grades 3-6.
EDE 631  Advanced Science Education for Elementary Teachers, Grades 1-2
3 hours; 3 credits
An intensive exploration of current theory in science education in grades 1 and 2 with particular emphasis on the transformation of theory into classroom experience. Current research studies and related literature will be utilized to provide a conceptual framework within which modern trends in the discipline may be viewed.

EDE 640  Advanced Mathematics Education for Elementary School Teachers, Grades 3-6
3 hours; 3 credits
Examination of the conceptual structure of mathematics for grades 3-6. This course is designed to deepen teachers' understanding of the mathematics curriculum and to broaden their knowledge of approaches for teaching various topics.
Prerequisite: Matriculation in Sequence I Childhood Program or EDE 603

EDE 642  Advanced Mathematics for Elementary School Teachers, Grades 1-2
3 hours; 3 credits
Examination of the conceptual structure of mathematics for grades 1 and 2. This course is designed to deepen teachers' understanding of the mathematics curriculum and to broaden their knowledge of approaches for teaching mathematics to young children.
Prerequisite: Matriculation in Sequence I of the Childhood Program or EDE 603

EDE 643  Mathematics Curriculum in the Elementary School
3 lecture hours; 1 conference hour; 4 credits
An examination of the elementary school mathematics curriculum. A particular focus is the New York State curriculum and its connections to broader curriculum standards promulgated by national committees and professional associations. The development of mathematics content topics and process skills across grades K-6 is emphasized, and articulation with the middle school mathematics curriculum is addressed.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 603 or equivalent.

EDE 644  Mathematics Pedagogy in the Elementary School
3 lecture hours; 1 conference hour; 4 credits
A focus on expanding the teacher's pedagogical content knowledge to help children learn mathematics. Opportunities are provided for collaboration in designing and demonstrating instruction for varied learning objectives. Such activities serve as participatory models for classroom practice. Topics include theories of mathematics pedagogy, strategies that correlate with the theories, and tools to implement these strategies in classrooms.
Prerequisite: EDE 643

EDE 645  Patterns in Mathematics
3 lecture hours; 1 conference hour; 4 credits
A focus on expanding the teacher's mathematical knowledge for teaching with an emphasis on the reasoning required to recognize, describe, and generate mathematical patterns. Topics are taken from two broad areas of the elementary school curriculum: numbers (number sets, structure, counting techniques) and geometry (figures, shapes, structures). The course builds upon and extends prior studies in mathematics by examining relationships of patterns within each area and the connections between particular numeric and geometric patterns.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 603 or equivalent.

EDE 646  Issues in Mathematics Education
3 lecture hours; 1 conference hour; 4 credits
An examination of selected current and emerging issues in mathematics education. Topics involve the interplay of teaching, learning, curriculum, and assessment. National reports, position papers, research, and practice provide different perspectives on the selected issues.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 603 or equivalent.

EDE 650  Advanced Study in Reading
3 hours; 3 credits
This course is designed to provide teachers with an inventory of ideas in reading. The programs, methods, and materials in reading diagnosis, skill development, and creativity presented in this course will be applicable to classroom situations.

EDE 651  Integrated Strategies for Underachieving Readers
3 hours; 3 credits
Examination of theories of oral and written language learning with a focus on models of literacy instruction for children at risk of reading failure. Review and evaluation of formal and informal assessments and teaching strategies for children from diverse language and cultural backgrounds and methods for addressing specific reading problems within a balanced reading program.

EDE 652  Children's Literature
3 hours; 3 credits
Examinations of the place of reading in the child's life. Use of reading techniques to acquire enjoyment, interest, information, and, especially, appreciation. Storytelling materials appropriate for children in nursery school and kindergarten. Interpretive and critical study of literature suitable for children of varied abilities and backgrounds in elementary grades. Introduction to promising practices of using children's literature in various fields.

EDE 661  Music and Movement in Childhood Education
3 hours; 3 credits
An examination of theories and current methods in the teaching of music, movement, and dance in early childhood and elementary schools. Techniques of instruction and motivation to promote expressiveness, creativity, appreciation, and skill in music, movement, and dance.
Studio experiences for students who want to develop
their understanding and skill in teaching music and movement to children who are developing normally and to children with special needs.

EDE 662 Advanced Art
3 hours; 3 credits
An examination of theories and current methods in teaching art in early childhood and elementary schools. Techniques of instruction and motivation to promote expressiveness, creativity, appreciation, and skill in art. Studio experiences for students who want to develop their understanding and skill in teaching art to children who are developing normally and to children with special needs.

EDE 663 Aesthetic Education
3 lecture hours; 1 conference hour; 4 credits
This course examines arts that challenge conventional ways of thinking and perceiving education, and ideas about the inter disciplinary role of arts in education through historical, social, and psychological analysis. Students will engage with works of art- visual art, music, drama and dance in childhood education. The class will also include experiences on aesthetic fields, including making, presenting, responding to, and evaluating works of art within educational and cultural contexts. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

EDE 664 Music Literature in Childhood Education
3 Lecture Hours; 1 Conference Hour; 4 Credits
Introduction to musical traditions from around the world and throughout human history; examination of musical notation, development of music theory, specific musical periods and cultural traditions; introduction to and experiences in ways different styles of music can be integrated in a childhood curriculum. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

EDE 665 Introduction to Keyboard for Classroom Teachers
3 Lecture Hours; 1 Conference Hour; 4 Credits
Designed for students who are non-music majors, the course will prepare childhood classroom teachers to use a keyboard in class through accompanying children's songs and to play simple chord progressions for movement. Students will be introduced to music reading and notation; the rudiments of music (meters, major and minor scales, key signatures, intervals); chord construction and progression; sight-singing and simple song harmonization; and creative activities through improvisation. In addition to learning musical knowledge and developing skills, students will have opportunities to investigate different ways to integrate musical knowledge and skills into the childhood curriculum. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

EDE 671 Thematic Content Knowledge In The Elementary Social Studies
3 Lecture Hours; 1 Conference Hour; 4 Credits
Students will acquire wider knowledge of the curriculum and a deeper understanding of the content themes of the Social Studies, as outlined by state and national associations. From this deeper understanding of the content and context of the core curriculum, students of teaching will create authentic, grade-aligned learning activities and assessments that meet the diverse needs of all students. Field experience related assignments will be drawn from the student's individual school settings. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 620

EDE 672 Social Studies Issues Through Literature And Music
3 Lecture Hours; 1 Conference Hour; 4 Credits
Students will acquire wider knowledge of the curriculum and a deeper understanding of the content themes of the Social Studies, as outlined by state and national associations. From this deeper understanding of the content and context of the core curriculum, students of teaching will create authentic, grade-aligned learning activities and assessments that meet the diverse needs of all students. Field experience related assignments will be drawn from the student's individual school settings. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 620

EDE 673 Enrichment Of The Social Studies Curriculum And Pedagogy Through Technology (Effective Fall 2011)
3 Lecture Hours; 1 Conference Hour; 4 Credits
The course provides experiences that lead to the understanding of the relationships between science, technology, and society. Technology will be used as a tool to guide teachers to develop understanding of multidisciplinary and multi-perspective approaches to the curriculum and the pedagogy of the Social Studies. The course highlights best learning and teaching practices such as: inquiry skills, patterns for information organization, multiple learning environments and resources, student-centered pedagogy, and authentic assessment. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 620

EDE 674 Problem-Based Learning Strategies for The Elementary Social Studies
3 Lecture Hours; 1 Conference Hour; 4 Credits
Teachers explore the theory and processes of Problem-Based Learning to support best teaching practices and guide children to develop effective and efficient problem solving, self-directed learning, and team skills. The course will identify and apply strategies through which teachers can plan to provide elementary students the opportunity to examine and provide solutions for concrete problems in context of the Social Studies curriculum. Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 620

EDE 680 Science Curriculum In The Elementary School
3 Lecture Hours; 1 Laboratory Hour; 4 Credits
This course examines the elementary school science curriculum. A particular focus is the New York State Curriculum and its connections to broader curriculum standards promulgated by national groups such as the National Science Teachers Association and National Academy of Science. The development of content topics and
process skills across grades 1-6 is emphasized and articulation with the middle school science curriculum is addressed.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 604 or equivalent.

EDE 681 Science Experiment Design For The Elementary School
3 Lecture Hours; 1 Laboratory Hour; 4 Credits
This course will prepare elementary school teachers to develop inquiry based science experiments and demonstrations that can enhance students’ learning of the standards based science curriculum, meet needs of kids with different learning styles, and create additional motivation for learning science. The course will address the issues of integration of instructional technology into the science curriculum while utilizing a variety of traditional and emerging technologies, such as the Internet, computer games, software packages, data collection devices and handhelds. Strong emphasis will be placed on development of conceptual understanding of key science ideas, use of performance-based assessment of learning, differentiated instruction, and collaborative learning.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

EDE 682 Children’s Naïve Theories And Misconceptions In Science
3 Lecture Hours; 1 Laboratory Hour; 4 Credits
This course will examine the most common of children’s naïve theories and misconceptions in science and their sources. Students will analyze research about children’s misconceptions and develop teaching methods to refute the most widespread and enduring misconceptions held by elementary school students.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 604 or equivalent

EDE 683 Modern Physics For Elementary School Teachers
3 Lecture Hours; 1 Laboratory Hour; 4 Credits
An examination of modern physics topics of relativity and quantum mechanics and such offspring as nuclear and particle physics, cosmology, and ‘grand unified theories.’ Students explore ideas ranging from the fanciful (e.g. time travel) to the critically important (e.g. nuclear radioactivity). Emphasis is on understanding important concepts of modern physics rather than on mathematical manipulation. Intended for elementary school teacher candidates who wish to extend their own knowledge of modern physics and enhance elementary classroom curriculum.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 604 or equivalent

EDE 684 Big Ideas Of Science
3 Lecture Hours; 1 Laboratory Hour; 4 Credits
Education research suggests that students improve their learning and understanding of science when connections are made to essential questions and big ideas. In science big ideas include energy, evolution and matter. This course will enable students to develop deep, transferable understanding and skills by relating the concepts taught in the elementary science curriculum to science big ideas. This course will focus on the development of students’ ability to understand the changing world in which they live. They develop this by utilizing a broad range of thinking skills and learning styles to promote meaningful and deep learning. The course will include activities and experiments that address multiple learning styles and abilities, and foster skill development including mathematics, scientific literacy and technical skills.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program or EDE 604 or equivalent

EDM - Middle School Courses

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

EDM 605 Curriculum and Pedagogy Support in the Social Studies for Special Education Teachers of Adolescent Students
2 lecture hours, 1 conference hour; 3 credits
This course teaches skills needed by special education generalists to teach the Social Studies in a supportive role, in grades 7-12. The focus is on the understanding of the elements of informational, procedural, dispositional and general skill knowledge embedded in the various disciplines that make up the Social Studies. Teacher
candidates examine the pedagogy needed to present the curriculum to adolescent students. Integrated in the course content are the introduction, exploration and application of a variety of instructional strategies that address the cultural, linguistic, gender and learning diversity within adolescent students. Fieldwork of 15 hours is required. The weekly conference hour will be scheduled on-line and involve instructor/participant interaction focused on enhancing theoretical understanding of the concepts introduced in the regularly scheduled sessions. Note: This course is for the Sequence 2 program. Prerequisite: Entry into Sequence 2 of the Generalist MSEd program.

EDM 606 Curriculum and Pedagogy Support in Mathematics for Special Education
Teachers of Adolescent Students
2 lecture hours, 1 conference hour; 3 credits
This course teaches skills needed by special education generalists to teach Mathematics in a supportive role, in grades 7-12. It assumes and builds upon mathematical content knowledge acquired in prerequisite study. The course connects pedagogical support strategies to curriculum standards in mathematics. Attention is given to special materials and technology tools that can assist adolescent students in understanding curricular topics in number systems, algebra, functions, modeling, geometry and measurement, and probability and statistics. Fieldwork of 15 hours is required. The weekly conference hour will be scheduled on-line and involve discussions focused on enhancing theoretical understanding of the concepts introduced in the regularly scheduled sessions. Note: This course is for the Sequence 2 program. Prerequisite: Entry into Sequence 2 of the Generalist MSEd program.

EDM 607 Curriculum and Pedagogy Support in Science for Special Education
Teachers of Adolescent Students
2 lecture hours, 2 laboratory hours; 3 credits
This course teaches skills needed by special education generalists to teach Science in a supportive role, in grades 7-12. The course addresses learning and curricular needs of students in science as well as effective co-teaching and collaboration techniques. Teacher candidates will focus on advanced techniques of pedagogical practice, learning styles, multiple intelligences and the selection and creation of instructional materials for adolescent students with diverse needs. The course consists of weekly lectures and laboratories, and a fieldwork component of 15 hours. Teacher candidates will be required to work with an individual or group of adolescent students throughout the course to develop differentiated instruction based on the standards of the curriculum. Note: This course is for the Sequence 2 program. Prerequisite: Entry into the Sequence 2 of the Generalist MSEd program.

EDP - Special Education Courses

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 Psychological Foundations of Special 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 10 hours in a variety of special education settings collaborating with teachers, parents, and professionals from multidisciplinary teams to broaden their experiences with the practices and services available to students with disabilities.

EDP 611 Social Foundations of Special Education
3 hours; 3 credits
The historical and legal background of special education, a sociological view of disability, and the current state of special education including issues confronting the field, such as inclusion, professionalism, and ethics. The course is designed to broaden students' understanding of the evolution of special education in the contexts of social, economic, and political influences. Students are required to spend 20 hours in a variety of special education settings collaborating with teachers, parents, and professionals from multidisciplinary teams to expand their understanding of the field of special education. Pre- or corequisite: EDP 610.

EDP 612 Foundations of Special Education
3 hours; 3 credits
The psychological, historical, and social foundations of special education. All categories of exceptionality are covered, with emphasis on cultural and linguistic diversity. The course covers the current state of special education including issues confronting the field, such as inclusion, professionalism, and ethics. Students are required to do 20 hours of fieldwork in a variety of special education settings, including an inclusive setting. Fieldwork entails collaboration with parents and professionals from multidisciplinary teams to expand their understanding of the field of special education. Prerequisite: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, EDE 604.

EDP 615 Teaching Exceptional Adolescents
3 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.
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 corequisite: EDP 610 or EDP 612

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.
Pre- or corequisite: 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: Sequence 1 Students: EDP 610 or EDP 611; Sequence 2 Students: EDE 602 and EDP 612

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 reading and writing difficulties. Issues addressed include developmentally appropriate instruction, cultural and linguistic diversity, and literature-based instruction. Twenty hours of fieldwork in a variety of educational settings increase students' knowledge of activities and techniques that enhance reading comprehension.
Pre- or corequisites: Sequence 1 students: and EDP 610 or EDP 611; Sequence 2 students: EDE 602 and EDP 612

EDP 626 Principles of Assessment in Special Education
3 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
2 weekly seminar hours: 240 field hours; 3 credits
This course has two components: Fieldwork mentored by a faculty member and a weekly seminar. Students complete 40 days (a total of 240 instructional hours) or the equivalent in a mentored teaching experience with 20 days in lower grades and 20 days in upper grades as outlined by their specific education program. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of
children of varying abilities. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher’s role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined.

NOTE: This course is for Sequence 1 students.
Prerequisite: Students must have completed at least 18 credits of the Sequence 1 graduate program, including EDP 610 and EDP 611; or EDP 612

EDP 631 Teaching Practicum I in Special Education
2 seminar hours per week, 120 field hours; 2 credits
Sequence 2 students who request the Internship Certificate select this option as their college supervised practicum in special education. EDP 631 and EDP 632 are taken over a year. Upon obtaining a teaching position with NYCDOE, CSI will apply to NYSED for an Internship Certificate for our student. Student's taking EDP 631 and EDP 632 must secure their own school placement. This course has two components: Fieldwork mentored by a faculty member and a weekly seminar. In EDP 631, teacher candidates complete 20 (twenty) days (or 120 instructional hours) in a mentored teaching experience in a special education setting as outlined by their specific education program. The teacher candidates role in developing appropriate learning environments is a focal point of this course. Students meet once a week 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.

NOTE: This course is for Sequence 2 students.
Prerequisites: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, EDE 604, EDP 612 and EDP 622

EDP 632 Teaching Practicum II in Special Education
120 field hours; 1 credit
Sequence 2 students who request the Internship Certificate select this option as their college supervised practicum in special education. EDP 631 and EDP 632 are taken over a year. EDP 631 is a prerequisite for EDP 632. Upon obtaining a teaching position with NYCDOE, CSI will apply to NYSED for an Internship Certificate for our student. The student taking EDP 631 and EDP 632 must secure his/her own school placement. In EDP 632, teacher candidates complete 20 (twenty) days (or 120 instructional hours) in a mentored teaching experience in a special education setting as outlined by their specific education program. Teacher candidates currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. The teacher's candidate's role in developing appropriate learning environments is a focal point of this course.
Prerequisite: EDP 631

EDP 633 Student Teaching in Special Education
2 weekly seminar hours, full-time fieldwork; 6 credits
This course has two components: Fieldwork mentored by a faculty member and a weekly seminar. Students are required to be in attendance at an assigned school full-time (8:30am-3:00pm), five days per week. Students will teach in grades as outlined by their specific education program during 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. NOTE: This course is for Sequence 2 students
Prerequisites: EDD 602, EDD 609, EDE 601, EDE 602, EDE 603, EDE 604, EDP 621 and EDP 622

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: Sequence 1 Students: EDP 610 or EDP 611; Sequence 2 Students: 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 645  Teaching English Language Arts and Social Studies to Adolescent Students with Special Needs**

2 lecture hours, 1 conference hour; 3 credits
This course addresses the learning and curricular needs of students with special needs in English Language Arts and Social Studies. Emphasis is placed on students' acquisition of a knowledge base in these content areas and on methods of differentiating instruction. The cultural and linguistic diversity of students is discussed in detail. Fieldwork of 20 hours is required. The weekly conference hour requirement for this course will be met through regularly scheduled on-line moderated discussions focused on issues relevant to field experiences. Sequence 2 students are required to take EDM 605 prior to enrolling for this course.

**EDP 646  Reading Instruction and Assessment of Adolescent Students with Special Needs**

2 lecture hours, 1 conference hour; 3 credits
This course addresses principles and methods of assessment of and instruction in reading. Multiple aspects of the reading process are examined, including but not limited to: basic reading (decoding and fluency), comprehension, socio-emotional issues, and cultural forces. Informal assessment methods and materials are emphasized. Specific reading instruction methods are studied, practiced, and applied. Fieldwork of 20 hours is required. The weekly conference hour requirement for this course will be met through regularly scheduled participation in a moderated discussion focused on issues relevant to field experiences. Sequence 2 students are required to take EDE 651 prior to enrolling for this course.

**EDP 647  Integrating Technology into Teaching Mathematics and Science to Adolescent Students with Special Needs**

2 lecture hours, 2 laboratory hours; 3 credits
The focus of this course is on developing Technological, Pedagogical, and Content Knowledge (TPACK) of special education teachers necessary for supporting mathematics and science teaching and learning. The course will examine the use of traditional and emerging technologies necessary to foster inquiry, enhance learning, and reduce achievement gaps for students with special needs. The course consists of weekly lectures and laboratories, and a fieldwork component of 20 hours. Sequence 2 students are required to take EDM 606 and EDM 607 prior to enrolling for this course.

**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 families of young exceptional children.
Prerequisites: Enrollment in a Master's degree program in Education or the Advanced Certificate Program, and EDP 610

**EDP 656  Teaching English Language Arts/Social Studies in Special 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 by 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 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.
Pre- or corequisite: EDP 610

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.
Prerequisites: Acceptance of students with graduate status into the Master’s degree program in Special Education, completion of EDP 610, EDP 620, or EDP 621, or their equivalent

EDP 675  Issues in Bilingualism in Special Education and Inclusive Classrooms
3 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.
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
2 Lecture hours; 1 Laboratory hour; 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.
Pre- or corequisite: (EDP 610 and EDP 611) or EDP 612

EDP 685  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 P.L. 94-142.
Prerequisite: EDP 610 or equivalent

EDS 601  The Pedagogy of Secondary School in the Social Studies
3 hours; 3 credits
Students explore a range of effective and differentiated strategies for designing, implementing, and assessing teaching and learning in the social studies classroom. Issues of language and literacy acquisition related to the pedagogy of the social studies are discussed and the uses of technology are highlighted. A field work component of thirty (30) hours is included. Not open to students who have taken EDS 301 or its equivalent.
Prerequisite: EDS 615

EDS 602  The Pedagogy of Secondary School English
3 hours; 3 credits
Issues of teaching and learning English language arts and literature are examined with attention to planning, instruction, assessment, management, and the educational application of technology. Reading and learning activities and literature depicting multicultural settings are explored in relation to developing strategies for instruction and providing for students' differing special needs. A fieldwork component of 30 hours is included. Not open to students who have taken EDS 302 or its equivalent.
Prerequisite: EDS 616

EDS 603  The Pedagogy of Secondary School in Mathematics
3 hours; 3 credits
Investigation of the issues and research in mathematics teaching and learning. Topics include instructional strategies, problem solving, assessment, technology, and diverse learners. A fieldwork component of 30 hours is included. Not open to students who have taken EDS 303 or its equivalent.
Prerequisite: EDS 617

EDS 604  The Pedagogy of Secondary School in Science
3 hours; 3 credits
Issues of teaching and learning science are examined with attention to planning, instruction, assessment, management, and the educational application of technology. Scientific concepts, structures, and language are explored in relation to developing strategies for instruction and providing for students' differing special needs. A fieldwork component of thirty (30) hours is included. Not open to students who have taken EDS 304 or its equivalent.

**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 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).

**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).

**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 615 The Secondary School Curriculum in the Social Studies**

4 hours; 4 credits
This course examines the secondary school social studies curriculum from the specialist's standpoint and explores the process of transforming it for teaching and learning. General principles for developing a social studies curriculum are discussed; connections to New York State standards and National Council of Social Studies standards are established; and resources for teaching are analyzed and evaluated. A field work component of a minimum of twenty (20) hours in included.

**Prerequisites:** Matriculation into the Graduate Sequence II in secondary social studies program.

**EDS 616 The Secondary School Curriculum in English**

4 hours; 4 credits
This course examines the secondary school English curriculum from the specialist's standpoint and explores the process of transforming it for teaching and learning. General principles for developing an English curriculum are discussed; connections to state and national standards are established; and resources for teaching are analyzed and evaluated. A field work component of a minimum of twenty (20) hours in included.

**Prerequisites:** Matriculation into the Graduate Sequence II in secondary English program.

**EDS 617 The Secondary School Curriculum in Mathematics**

4 hours; 4 credits
This course examines the secondary school mathematics curriculum from the specialist's standpoint and explores the process of transforming it for teaching and learning. General principles for developing a mathematics curriculum are discussed; connections to state and national standards are established; and resources for teaching are analyzed and evaluated. A field work component of a minimum of twenty (20) hours in included. This program is for individuals who do not yet hold New York State initial teacher certification in secondary mathematics.

**EDS 618 The Secondary School Curriculum in Science**

4 hours; 4 credits
This course examines the secondary school science curriculum from the specialist's standpoint and explores the process of transforming it for teaching and learning. General principles for developing a science curriculum are discussed; connections to state and national standards are established; and resources for teaching are
analyzed and evaluated. A field work component of a minimum of twenty (20) hours is included.
Prerequisites: Matriculation into the Graduate Sequence II in secondary science program.

**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, and study of fundamental methods related to the reading process. (Not open to students who have had an undergraduate reading course.)

**EDS 691  Advanced Studies in Teaching  Secondary School Social Studies**
3 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 401 or permission of the instructor. For Sequence 2 students: EDS 601 and EDS 609 or EDS 611 or permission of the 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 401 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 401 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 on cognitive learning, teaching strategies, curricula, and developing science literacy.
Prerequisites: For Sequence 1 students: EDS 304 and EDS 401 or permission of instructor. For Sequence 2 students: EDS 604 and EDS 609 or EDS 611 or permission of instructor.

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**Master of Arts in English (MA)**

Program Coordinator: Professor Maryann Feola
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The program is designed for students who wish to enlarge their knowledge of English and U.S. literature, to improve their critical skills in literature and in writing, and/or to improve their skills as high school teachers of English. It is of interest to recent graduates, to students who wish to resume their education, and to teachers with initial 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 (ENG 700-level courses); students electing the rhetoric option may take three courses in linguistics or writing (ENG 600-level courses).

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

**English Admission Requirements**

1. Bachelor of Arts degree from an accredited institution
2. At least 32 credits of undergraduate courses in English (excluding freshman composition)
3. A cumulative grade point average of 3.0 (B) or a grade point average of 3.0 (B) in English courses
4. Two letters of recommendation from English professors and a one to two page personal statement that discusses the academic experiences that have prepared you for graduation education in English.
5. A minimum 8-10 page paper written for an English course with verified authorship.
6. 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.

**English Degree Requirements**

1. A grade point average of 3.0 (B) in all coursework
2. A grade of at least Pass (P) on two approved master's papers and master's examination

Of the 30 credits required for students who are not pursuing professional certification as high school teachers of English, students can pursue the Literature or Rhetoric Option.

Literature Option: seven courses (28 credits), including at least five courses in literature (700-level
courses) that must include at least one course in English literature before 1800.

Rhetoric Option: seven courses (28 credits), including three in linguistics, writing, or the teaching of writing (6XX). Four courses in literature (7XX), at least one course in English literature before 1800.

All students must enroll in ENG 892 (2 credits), which concludes with the exit examination.

3. Of the 34 credits required for students who have received initial certification and who desire 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 (ENG 892) are awarded after passing the master’s examination.

Four credits taken in the Department of Education:
EDS 692 Advanced Methods of Teaching Secondary School English (3 credits)
Independent Study in Education (1 credit)
Students must also take 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).

4. Two master’s papers

The two master’s papers will be course papers. Candidates will choose them in consultation with their instructors and, upon approval, 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 the fourth course and the second paper before enrolling in the seventh course. Both papers must pass before a student takes the master’s examination. A student may register for ENG 892 after paper one passes and paper two has been accepted.

5. 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 or 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.

6. 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.

**English Courses**

**Linguistics, Linguistics and 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 United States Usage
4 hours; 4 credits
The study of standard United States 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  English Language Teaching and Learning
4 hours; 4 credits
This course examines current theories of second language acquisition and language teaching practices, with special attention to English language teaching in the U.S. The following areas are explored: a history of English language teaching methodology and the factors that have influenced it; current English language teaching research; contemporary English language teaching approaches and their underlying principles; English language teaching techniques in the various skill areas. Prerequisite: Graduate students only

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
This course is a study of a single subject or range of subjects in composition theory and contemporary rhetoric. Possible subjects include: an in-depth study of pedagogic approach, a study of a major figure in the field, an examination of assessment models, and research and debate on a current controversy.

Literature
ENG 710  Studies in Literary Theory
4 hours; 4 credits
This course is designed to help students gain an understanding of different ways of thinking about, and writing on literature. Such an understanding is important for graduate study because it has become increasingly part of the field. Possible formats of this course include twentieth-and twenty-first century approaches to interpretation (structuralism, historicism, feminism, and so forth), the history of criticism (selection from writers ancient and modern), practical applications of theoretical models, and detailed study of a particular methodology. In general, this course investigates ways in which literature creates meaning and methodology.

ENG 719  Studies in Anglo-Saxon Literature
4 hours; 4 credits
This course focuses on the rich and varied tradition of Middle English Literature from the Norman Conquest in 1066 to William Caxton’s first use of the printing press in 1485, the year that also signaled the end of the medieval period with the beginning of the Tudor Dynasty. Major authors of this period include Margery Kempe, Julian of Norwich, Chaucer, and Malory. Genres include Middle English Lyric, Morality Plays, Religious Drama, and Popular Ballads.

ENG 720  Studies in Literary Theory
4 hours; 4 credits
This course is designed to help students gain an understanding of different ways of thinking about, and writing on literature. Such an understanding is important for graduate study because it has become increasingly part of the field. Possible formats of this course include twentieth-and twenty-first century approaches to interpretation (structuralism, historicism, feminism, and so forth), the history of criticism (selection from writers ancient and modern), practical applications of theoretical models, and detailed study of a particular methodology. In general, this course investigates ways in which literature creates meaning and methodology.

ENG 721  Studies in Medieval English Literature
4 hours; 4 credits
This course focuses on the rich and varied tradition of Middle English Literature from the Norman Conquest in 1066 to William Caxton’s first use of the printing press in 1485, the year that also signaled the end of the medieval period with the beginning of the Tudor Dynasty. Major authors of this period include Margery Kempe, Julian of Norwich, Chaucer, and Malory. Genres include Middle English Lyric, Morality Plays, Religious Drama, and Popular Ballads.

ENG 722  Studies in the Literature of the English Renaissance
4 hours; 4 credits
This course explores the English Literature written between the sixteenth and mid-seventeenth centuries in a variety of genres and styles. Assigned texts can include works from the traditional canon as well as works by less well-known figures and by women authors. Although individual instructors will set their own syllabi, students can expect to explore genre, cultural contexts, and literary influences relevant to the assigned readings. Students will examine the critical conversation and formulate their own responses.

ENG 723  Studies in Restoration and 18th-Century English Literature
4 hours; 4 credits
This course explores the English Literature written between the mid-seventeenth and mid-eighteenth centuries in a variety of genres and styles. Assigned texts can in-
clude works from the traditional canon as well as works
by less well-known figures and by women authors. Al-
though individual instructors will set their own syllabi, stu-
dents can expect to explore genre, cultural contexts, and
literary influences relevant to the assigned readings. Students will examine the critical conversation and formu-
late their own responses.

ENG 724       Studies in 19th-Century British
               Literature
4 hours; 4 credits
A study of British literature from the nineteenth century,
which may include poetry, drama, nonfiction, and fiction.
Topics may include intellectual and aesthetic trends (such as
Romanticism, Victorianism, realism, and natural-
ism); social issues as reflected in literature (such as
industrialization, the status of women, and empire);
and changes in publishing and the reading public
(such as the effects of serialization and other innovations
upon readership and the influence of social class on
evaluations of poetry and of the novel.

ENG 725       Studies in 20th-Century English
               Literature
ENG 726       Studies in Shakespeare
ENG 727       Studies in United States Literature
               before 1900
4 hours; 4 credits
This course examines, singly or in combination, genres
such as poetry, drama, novel, short story, legend, mem-
for, scientific writing, sermons, essays, letters, and politi-
cal writing, within some or all of the following historical
and cultural modes: Native American literatures, narra-
tives of exploration and conquest, Puritan and other early
American religious writings, African-American literature,
Federalist literature, and the variety of gothic, sentiment-
tal, transcendental, and realistic narratives characteristic
of the nineteenth century.

ENG 728       Studies in United States Literature
               after 1900
4 hours; 4 credits
This course encompasses movements and writers repre-
sentative of twentieth-and twenty-first century American
literature as well as the critical conversations and ap-
proaches they have inspired. Movements may include
naturalism, modernism, the Harlem Renaissance, the
Beat Generation, and postmodernism.

ENG 729       Studies in Classical and Biblical
               Backgrounds to Literature
4 hours; 4 credits
The Biblical and Greco-Roman classical background pro-
vides a frame of reference for Western literature from the
Middle Ages to the present day. This course examines
the content of that background (specific works, forms and
narrative) and some works that have imitated, appropri-
ated, or creatively transformed the themes, models, and
even specific scenes and passages from that back-
ground.

ENG 730       Studies in Modern World Literature
4 hours; 4 credits
This course explores literature written during the consoli-
dation of the modern world system over the last five hun-
dred years. Given this broad time frame, the course will
focus on different genres and periods, depending on the
instructor, and may include diverse themes such as
modernity and tradition, industrialization and urbaniza-
tion, emancipatory struggles such as abolition and femi-
nism, and the relation between European and non-
European texts and contexts.

ENG 731       Studies in Drama
4 hours; 4 credits
This course offers an in-depth study of drama, which may
focus on written texts and/or performances. While the
content will vary from semester to semester, the course
will include an exploration of drama as a genre. The
texts may be placed in any of a variety of national, ethnic,
historical, literary-historical, or discursive contexts.
Prerequisite: Graduate students only.

ENG 732       Studies in Fiction
4 hours; 4 credits
This course offers an in-depth study of fiction, which may
focus on novels, novellas, short stories or a combination
of these forms. While the content will vary from semester
to semester, the course will include an exploration of fic-
tion as a genre. The texts may be placed in any of a variety
of national, ethnic, historical, literary-historical, or discurs-
ive contexts.

ENG 733       Studies in Poetry
4 hours; 4 credits
The focus of this course is on poetics—on the nature,
forms, and elements of poetry—and on poetry composi-
tion. The content of the course is not limited to a particu-
lar period and generally includes a variety of national tra-
ditions if not poetry from languages other than English.
General goals include developing strategies for interpret-
ing and evaluating poetry.

ENG 734       Studies in U. S. Multicultural Literature
4 hours; 4 credits
This course explores issues of ethnicity, race, sexuality,
and class in U.S. literature and exposes students to liter-
ary, critical, and theoretical ideas about immigration, cul-
ture, multilingualism, assimilation, racism, and other is-
ues raised by a variety of texts reflecting differences
among and the intermingling of cultures and literatures in
the U.S.

ENG 735       Studies in Women and Literature
4 hours; 4 credits
The course explores literature by women in the context of
historical, cultural, and/or theoretical issues of feminist
studies. The course may be taught differently in different
semesters in order to include various historical periods
and varied national and ethnic literatures. Assigned
readings may encompass criticism, theory, and history as
well as literary texts.

ENG 736       Studies in African American Literature
4 hours; 4 credits
This course explores selected African American literary and critical texts in relation to African-American literary traditions. The course generally draws on a variety of genres but may focus on a single genre in any given semester. Assigned readings may encompass criticism, theory, and history, as well as literary texts.

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

Program Coordinator: Professor Alfred Levine  
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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.

**Environmental Science Admission Requirements**

1. An acceptable bachelor’s degree from an institution whose degree requirements are substantially equivalent to those of the College of Staten Island or other senior units of The City University of New York. Ordinarily, this would be a bachelor’s degree in a natural science or in engineering.

2. An overall average of B minus, or the equivalent, in undergraduate work and an average of B, or the equivalent, in undergraduate science and engineering courses. The undergraduate credits must include at least one year each of general chemistry and general physics, mathematics through differential and integral calculus, and at least one semester of ecology. Candidates who are deficient in one or more of these requirements may be accepted on the expectation that they will make up the deficiency without receiving graduate credit for it.

3. An interview with faculty of the graduate program.

4. The applicant is ordinarily required to submit the results of the General Aptitude Test of the Graduate Record Examination. Applicants should apply directly to the Educational Testing Service, Box 955, Princeton, NJ 08540, to take the tests. Applicants should take these examinations no later than February for fall admission and July for spring admission.

**Environmental Science Degree Requirements**

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

**Environmental Science 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.)  
Prerequisite: Ecology

**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.)  
Prerequisite: Ecology

**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.  
Prerequisites: Calculus, physics

**ESC 704** Applied Environmental Science  
3 hours; 3 credits  
Prerequisite: Calculus

**ESC 705** Global Climate Change  
3 hours; 3 credits  
This course examines the dominant physical, chemical, and geological processes controlling global climate and its variations through time, on time scales from millions of years to seasonal, interannual, and decadal scales of relevance to human societies. An account of the Ceno-
zoic climate decline leading to the major glacial cycles of Pleistocene will be used as a context for understanding global climate sensitivity, the modes and mechanisms of climatic responses to external forcings, and projected consequences of the ongoing build-up of greenhouse gases in Earth's atmosphere.

ESC 710 Instrumentation for Chemical Analysis
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. Prerequisites: Ecology, ESC 702 and 732.

ESC 722 Marine Ecology
(Also BIO 722)
3 hours; 3 credits
Field-oriented study of estuarine and pelagic ecosystems. This course will emphasize how spatial and temporal scales are critically important in the study of marine organisms. Students will learn specialized sampling and analytical techniques necessary for the study of marine systems. Topics will include comparisons of “rate-based” versus “abundance-based” studies of population dynamics plus comparisons of individual, population, and community levels of analysis. Prerequisite: BIO 360 or equivalent

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.) Prerequisite: A knowledge of digital computer programming.

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 728 Environmental Law and Policy
3 hours; 3 credits
This course is an introduction to the law pertaining to environmental issues such as population, economic growth, energy, and pollution. Environmental problems are defined and alternative approaches for dealing with them are examined. Existing statutory efforts such as the National Environmental Policy Act, the Clean Water Act, the Clean Air Act, the Comprehensive Environmental Response, Compensation and Responsibility Act, the Insecticide, Fungicide and Rodenticide Act, and the Resource Conservation and Recovery Act are analyzed.

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 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 geography, 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  
(Also BIO 743)  
4 hours; 4 credits  
Toxicology is the overview of the mechanisms by which exogenous agents produce deleterious effects in biological systems. An overview of the sensitive analytical techniques that have facilitated studies on the metabolism and biotransformation of xenobiotics and have contributed to interpretation of the biological and toxicological effects of xenobiotics will be presented. Since the action of toxins is ultimately exerted at the cellular level, emphasis will be placed on the description of representative model cell systems that play an important role in the identification and assessment of 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  Air Pollution  
3 hours; 3 credits  

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 United States land-use and environmental planning issues in terms of their historical background, regulatory setting, cultural context, and practical politics. It focuses on specific local, regional, and national cases, and introduces students to Geographic Information Systems (GIS) as a way of analyzing land-use problems.  
Prerequisite: ESC 601 (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.

### Master of Arts in History (MA)

Program Coordinator: Assistant Professor Ben Mercer  
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The Irish playwright Oscar Wilde once wrote that, “Any fool can make history, but it takes genius to write it.” For students who wish to develop a genius for writing about the past, The Master’s Degree in history at the College of Staten Island provides opportunities for personal growth and career development. The program meets the highest intellectual and professional standards of the historical discipline, offering training in the analytic and communications skills demanded by all the professions.

Whether graduate students are interested in the master’s degree to satisfy curiosity about the past, or as a preliminary step toward doctoral study, they will benefit from an exploration of the histories of Africa, Asia, Europe, and North and South America: they also will learn to recognize historical questions and to apply the methods historians have developed to analyze and describe critical human events.
The program is also suited to teachers in the social sciences with initial certification who wish to deepen their knowledge of history as they complete the master’s degree qualification demanded for professional certification. Careers in cultural institutions are also open to students with the professional training in historical research provided by the master’s program.

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

History Admission Requirements
For matriculated status:

1. Satisfactory completion of a bachelor’s degree from an accredited college and a cumulative grade point average of at least 3.0. Students not meeting this requirement may be evaluated after an interview with the program coordinator and the admissions committee.

2. A superior record of accomplishment in undergraduate history courses, with at least a 3.0 average in these courses. Students not meeting this requirement may be evaluated after an interview with the program coordinator and the admissions committee.

3. Two letters of recommendation from professors under whom the applicant has studied or other persons who can comment directly on the applicant’s potential as a graduate student and scholar.

4. Each applicant will provide a letter or statement not to exceed one typed page explaining why he or she is interested in pursuing graduate studies in history.

5. Each applicant will submit a research-based writing sample 10 pages in length, preferably written for a History course.

6. Students may enter the program in either the fall or spring semester, but are required to take HST 701 at their first opportunity.

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

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

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

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

Students with initial certification in Adolescence Education (social studies) who wish to obtain professional certification will complete a program of 36 credits. They will take either the two thesis seminars HST 798 (4 credits) and HST 799 (4 credits) or HST 796 (4 credits). In addition, they will take EDS 6911 Advanced Studies in Teaching Secondary School Social Studies (3 credits) and an independent study course (1 credit) in the Department of Education. For further information about these certification requirements, consult the Office of Teacher Certification Services of the New York City Department of Education at 212.420.1830.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

History Probation and Dismissal

Probationary Admission to Program

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

**Dismissal from the Program**

When students engage in acts of academic dishonesty or fail to maintain a 3.0 GPA or the MA committee may elect to place a student on probation or to dismiss a student from the MA Program. The probationary period lasts for at least one semester. During that time, the MA committee will determine whether students have made satisfactory progress toward correcting the situation that has resulted in the probationary status. If the committee determines that such progress exists, then the probation may be lifted; if not, the students will be informed that they may not continue in the program.

**History 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 explored are: Late Imperial China, Tokugawa Japan, Meiji Japan, Republican-era China, rebellion and revolution in China, The People’s Republic of China, the Cultural Revolution in China, and international relations in East Asia.

**HST 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: 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 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 United States wars; the diplomatic history of the United States; United States biography; United States encounter with communism; the history of women in the United States, the history of the United States west; and United States popular culture.

HST 730   Topics in Ancient European and Mediterranean History  
4 hours; 4 credits  
This course examines themes drawn from the ancient period in Europe, the Mediterranean basin, and/or the Middle East. Topics may include Greek, Roman, Hellenistic, and Jewish politics, culture, and religion. The course will require students to analyze issues in social, religious, and intellectual history through the use of primary and secondary sources.

HST 732   Topics in Medieval European and Mediterranean History  
4 hours; 4 credits  
This course examines themes drawn from the medieval period in Europe, the Mediterranean basin, and/or the Middle East. Topics may include Late Antiquity, Byzantine, western medieval or early Islamic history, medieval religious and urban history, and medieval historiography. The course will require students to analyze issues in social, religious, and intellectual history through the use of primary and secondary sources.

HST 734   Topics in Early Modern European History  
4 hours; 4 credits  
This course will examine themes selected by the faculty member drawn from the early modern period (15th-18th centuries) ranging from the Renaissance to the Enlightenment. The course will require students to analyze issues in social, political, religious, and intellectual history through the use of primary and secondary sources.

HST 736   Topics in Modern European History  
4 hours; 4 credits  
This course will examine themes selected by the faculty member drawn from the modern and contemporary period (18th-20th centuries), which includes topics from the French Revolution to the European Union. The course will require students to analyze issues in social, political, religious, and intellectual history through the use of primary and secondary sources.

HST 751   Introduction to Archival Studies  
4 hours; 4 credits  
An introduction to archival theory and practice, including an overview of skills needed to work in archives and contemporary issues in archival management. Topics to be addressed will include: principles of arrangement and description; collection development; and reference and outreach for archival collections. This course provides students with a solid foundation in the theory, methodology, and practice of archival studies, as well as the sense of their professional and social responsibilities and the knowledge of the ethical and legal dimensions of their work. Students will participate in hands-on work in archives and special collections under the guidance of the College's Archives faculty and staff or by special arrangement.

Prerequisites: Admission to the History MA Program, HST 701, or permission of the Coordinator of the History MA Program.

HST 752   Archival Studies Practicum  
4 hours; 4 credits  
A continuation of HST 751, allowing students to undertake a directed professional field experience program designed to provide an opportunity to work in a professional archives environment. This course allows students to integrate the theory and knowledge gained in HST 751 with the application of principles and practices in an archival work environment. Students will participate in hands-on work in archives and special collections under the guidance of College's Archives faculty and staff. Possible projects include archival procession (including creating a traditional finding interfaces for digital content). This course can be repeated once for credit.

Prerequisite: HST 751

HST 796   MA Portfolio Preparation Seminar  
4 hours; 4 credits  
Students who have completed HST 701 and at least three other 700-level courses may enroll in the MA Portfolio Preparation Seminar. Students will prepare a portfolio of their MA work, including one research paper (revised since initial submission for final grade in an MA course) and one other piece (possibly but not limited to a second research paper, a historiographical essay, an exhibition in a historical museum, or another appropriate work in public history, pre-approved by the Coordinator of the MA Program). The student will complete the seminar with an oral defense of their MA work before a committee of a minimum of two faculty members. NOTE: This course will be graded as P/F.

Pre or corequisites: Completion of HST 701 and at least three other HST 700-level courses.

Thesis Courses

HST 798   Preparation of Thesis Proposal  
4 hours; 4 credits
Students who have completed HST 701 and at least two other 700-level courses may enroll in the Preparation of Thesis Proposal Seminar. In the seminar, students will develop their topic, begin research, collect bibliography, and receive instruction in research methodology and historical writing. Students will write a historiographical essay, reviewing the broader historical literature of their subject and relating their own approach to the field. Before completion of the seminar, students, in consultation with faculty and the program coordinator, will be assigned a thesis director and a second reader.

HST 799  Thesis Tutorial Seminar
4 hours; 4 credits
After having completed HST 798 and while working on their thesis students will enroll in the Thesis Tutorial Seminar under the supervision of their thesis director. The thesis director will monitor students' progress on their thesis and meet regularly with the students. Students will present portions and drafts of their work in progress to the thesis director and, under the advice of the director, consult with the readers before submitting a formal draft to the thesis committee (the director and second and third readers).

Master of Arts in Liberal Studies (MA)

Program Coordinator: Professor David Traboulay
Marchi Hall (2N), Room 214
Email: trab125@aol.com
Email: mals@mail.csi.cuny.edu
Telephone: 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.

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

Applicants are accepted for fall semester admission.

Liberal Studies 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.

Liberal Studies 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, philosophic, 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.
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
Clinical Mental Health Counseling
Degree Requirements
The curriculum is composed of 16 required courses as well as one practicum and three internship courses.

PSY 701 Foundations of Mental Health Counseling
PSY 702 Psychopathology
PSY 703 Developmental/Lifespan Psychology
PSY 710 Assessment in Counseling
PSY 721 Cognitive/Behavioral and Behavioral Approaches to Counseling
PSY 722 Theories of Psychodynamic, Humanistic/Existential and Experiential Approaches to Counseling
PSY 739 Clinical Instruction
PSY 740 Mental Health Counseling Practicum
PSY 711 Ethics/Child Abuse for Counselors
PSY 712 Social/Cultural Foundations of Counseling
PSY 725 Group Theory and Practice
PSY 781 Mental Health Counseling Internship I
PSY 723 Advanced Multicultural Counseling
PSY 731 Research and Program Evaluation Methods in Mental Health Counseling
PSY 732 Assessment and Counseling Strategies with Couples and Families
PSY 782 Mental Health Counseling Internship II
PSY 745 Career Development
PSY 783 Mental Health Counseling Internship III

Choose Two Classes from the List Below (6 credits)

PSY 724 Immigrant/Family Counseling
PSY 741 Alcohol and Substance Abuse Counseling
PSY 744 Counseling and Grief and Loss
ASD/EDP Autism Spectrum Disorders: Contemporary Issues
ASD/EDP Treatment Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders (ASD) – Part 1
ASD/EDP Treatment Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders (ASD) – Part 2 (Advanced Topics)
ASD/EDP Contemporary Approaches to Assessment and Intervention of Speech, Language, and Communication Development in Individuals with Autism Spectrum Disorders

Mental Health Counseling Courses

PSY 701 Foundations of Mental Health Counseling
3 hours; 3 credits
This course is an introductory course for the psychology department's Master's program in Mental Health Counseling. In addition to providing a professional orientation, it introduces a wide range of practice approaches and issues that will be explored in greater depth in individual program courses. This course introduces students to essential counseling and the building of the therapeutic alliance (e.g., therapeutic listening skills, empathy training, basic interviewing and mental status assessment). The importance of professional, ethical and multicultural concerns will be stressed.
Prerequisite: Acceptance into the Master's Degree Program in Mental Health Counseling

PSY 702 Psychopathology
3 hours; 3 credits
This course is aimed at providing an advanced comprehensive overview of psychopathology from an historical and current scientific perspective. Specifically, we will focus on conceptualization issues, systems of classification/diagnosis, research design/methods, core characteristics, clinical symptomatology and etiology of adult (and to a lesser extent child/adolescent) psychopathology. An integrative approach that considers the complex interactions among biological, psychological, behavioral, cognitive, social, environmental, cultural and interpersonal factors across the lifespan that influence major psychological disorders will be applied. We will examine various theoretical models, discuss clinical cases, and review treatment strategies. Throughout this course, we will refer to research findings that inform our understanding of a variety of issues in the field of psychopathology.
Prerequisite: Acceptance into the Master's Degree Program in Mental Health Counseling
Corequisite: PSY 710

PSY 703 Developmental/Lifespan Psychology
3 hours; 3 credits
This course is aimed at providing a comprehensive overview of the major theories of human growth and development across the life span. Topics include perceptual, cognitive, social, and emotional development. Developmental periods include infancy, childhood, adolescence, and adulthood with an emphasis on early development. Students will also be introduced to some conceptual models of developmental psychopathology, major risk and protective factors, and the role of race/ethnicity/culture in developmental pathways. Required readings are selected from 1) a text on theories of development and 2) classic and recent published papers in the field. This seminar heavily relies on student in-class participation such as presentation of reaction papers and final term paper, and active discussion.
Prerequisite: Acceptance into the Master's Degree Program in Mental Health Counseling

PSY 710 Assessment in Counseling
3 hours; 3 credits
This course provides the student with "hands-on" practical training in the process of clinical assessment in the
mental health profession. It will include an introduction to clinical assessment as a foundation for the actual practice of assessment in a mental health setting. The focus will be on the use of assessment techniques such as interviewing and diagnosis. The format will include lectures, demonstrations, experience administering assessment instruments, class discussion, and student presentations. This course is not a substitute for the supervised clinical experience required to establish competence in the independent use of clinical assessment techniques.

Prerequisite: Acceptance into the Master's in Mental Health Counseling Program
Corequisite: PSY 703

**PSY 711 Ethics/Child Abuse for Counselors**
3 hours; 3 credits

This course will focus on the process of ethical decision making in the context of counseling practice and mental health. In addition, legal issues and didactic information and readings in professional ethics will be emphasized. Every day dilemmas faced by clinical as well as potential ethical and legal problems will be discussed. This curriculum was developed based on guidelines outlined by the State of New York and the American Counseling Association. There will be particular emphasis on mandated reporter training, in terms of the identification and reporting of child abuse and maltreatment/neglect.

Prerequisite: Acceptance into the Master's in Mental Health Counseling Program

**PSY 712 Social/Cultural Foundations of Counseling**
3 hours; 3 credits

This course is intended to introduce multicultural counseling competencies and basic diversity issues in counseling. Competencies include counselor attitudes and beliefs, knowledge, and skills as they apply to the following areas: an awareness of one's own cultural values and biases, an awareness of client's worldview, and an awareness of culturally appropriate intervention strategies.

Prerequisite: Acceptance into the Master's in Mental Health Counseling Program

**PSY 721 Cognitive/Behavioral and Behavioral Approaches to Counseling**
3 hours; 3 credits

The course will be divided into two parts. The first will consist primarily of lectures, discussions, experiential exercises, and class demonstrations. The second will consist of student presentations and class discussions. Student involvement is an important component of the course, both informally (class discussions, demonstrations) and formally (presentations, behavior change experiment).

Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701

**PSY 722 Theories of Psychodynamic, Humanistic/Existential and Experiential Approaches to Counseling**
3 hours; 3 credits

The aim of counseling and other psychological healing techniques is to free a person from forces seen to be beyond his or her control, therefore changing a patient (suffering from symptoms) into a person with agency (doing, making). This is done through a process by which a counselor offers a safe supportive and professional relationship that gives the person the opportunity to change his or her experience and way of giving meaning to symptoms, his or her actions and his or her perception of life's difficulties. This course will give you an opportunity to develop a working knowledge of psychodynamics and humanistic theory, practice and research. For each theory presented students will have the opportunity to carry out role-plays in class utilizing the theoretical model under discussion. The course follows the development of psychoanalytical thinking since Freud focusing upon recent attachment theory, interpersonal and relational psychodynamics models and brief therapy adaptations of psychodynamics approaches. The humanistic/phenomenological approach associated with Carl Rogers and the existential approach associated with Rollo May and Irvin Yalom will be covered as well as process experiential psychotherapy.

Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701

**PSY 723 Advanced Multicultural Counseling**
3 hours; 3 credits

This course is designed to advance student understanding and valuing of diversity so they can become multicultural competent counselors. Specifically, the course will explore “Other” cultural groups, examine influences from “Other” world views and consider counseling strategies that address the others perspective. Through in-class exercises, videos, discussions and mock interventions students will gain increased knowledge and confidence in making thoughtful and sensitive counseling interventions.

Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 712

**PSY 724 Immigrant/Family Counseling**
3 hours; 3 credits

This course presents the range of issues counselors encounter when working with immigrant or refugee clients. Initially, Euro-American cultural norms will be examined to create a greater sensitivity to unexamined biases. Models of cultural dimensions and world views, such as individualism/collectivism and authority relations, will be described and discussed. Differences and similarities between immigrants, “illegal” immigrants and refugees will be identified; attending to their psychological developmental processes. The effects of acculturation on individuals, couples and families will also be studied in the context of the multigenerational transmission of narrative. Woven throughout this analysis will be themes of multiple identities-specifically the way in which constructs of cultural contribute to one's identity as an immigrant or refugee. An integral component of the course will be the application of theory through case studies and role plays in class.

Prerequisite: Acceptance into the Master's in Mental Health Counseling Program
PSY 725  Group Theory and Practice
3 hours; 3 credits
This course overviews various group theories and basic aspects of group therapy. The group itself will function as a laboratory for students to experience interpersonal learning, counselor/leader facilitating techniques, the development and role of group cohesiveness, and the stages of group development.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701

PSY 731  Research and Program Evaluation Methods in Mental Health Counseling
3 hours; 3 credits
This course is designed to be a graduate-level introduction to the scope and methods of applied research for the public sector. The focus is on the research aimed at addressing practical problems facing mental health organizations and policymakers. This course stresses problem structuring through observation and other methods of data collection, and analyzing results using both qualitative and quantitative methods. This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic strategies, basic research designs, and program evaluation. It provides reading, research and evaluation reports and hands on tasks for students to carry out in class groups.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 710

PSY 732  Assessment and Counseling Strategies with Couples and Families
3 hours; 3 credits
This skills course surveys current approaches to couples and family counseling with an emphasis on a systematic conceptual model of family functioning, and therapeutic intervention. It is designed to foster the ability of students to implement specific strategies from a variety of family systems theories that will be relevant to the presenting clinical issues. Class lectures, readings and topical presentations are all an integral part of this course. General systems theory will be covered. Major family therapy approaches, family and couple assessment, and some special topics that counselors will be very likely to encounter in their internship settings such as assessment and management of domestic violence, marital/family therapy of alcohol and drug abuse, single parent families, and child and adolescent challenges to families.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701 and PSY 702

PSY 739  Clinical Instruction
3 hours; 3 credits
Students will be expected to develop more advanced skills in all areas of applied treatment. The focus will be on recent models of clinical case conceptualization using a variety of theoretical orientations and translating them into effective treatment strategies. Video and audio tapes of clinical interviews, case studies and role plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions which address those difficulties. Topics include case conceptualization theories, treatment planning, empirically supported treatments, searching and writing case focused literature reviews, single case research methodology, writing case studies and treatment reports.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and permission of the Program Director

PSY 740  Mental Health Counseling Practicum
3 hours; 3 credits
This course will focus on the integration of theoretical concepts with actual counseling techniques. The course will occur during a 10 week academic term. Students will work in a program-approved field placement for a total of at least 100 hours, of which 40 hours are accounted for by direct contact with clients in activities aimed at the development of mental health counseling skills. Experiences may include exposure to emergency admissions, intakes, psychopharmacology, psychiatric evaluation, in-service trainings, as well as the full spectrum of mental illness and the available range of treatment possibilities. An approved site supervisor will administer one hour per week of individual or triadic (one supervisor meeting with two students) supervision. In addition, students will participate in an average of 1 ½ hours per week of group supervision by a faculty member. Students must obtain student liability insurance prior to field work. Students will be evaluated intermittently throughout the practicum, and with formal evaluation and documentation at the conclusion of practicum.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and permission of the Program Director

PSY 741  Alcohol and Substance Abuse Counseling
3 hours; 3 credits
This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both family counseling approaches.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701

PSY 744  Counseling and Grief and Loss
3 hours; 3 credits
This course will address the relevant knowledge and skill base needed to provide counseling intervention to individuals and families coping with a range of loss experiences (normative and non-normative life transitions, divorce, physical health changes, foster placement, etc.), and death, dying, and bereavement experiences. Students and presumed to have a knowledge base in life span development, various models of personality and human behavior theory, and cultural diversity. Students will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The assessment of complicated grief reactions and counseling roles and takes in facilitating the grief process will also be presented.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701, PSY 702, PSY 703, PSY 710
PSY 745  Career Development
3 hours; 3 credits
This course is an introduction to the theories and implementation of the career choice process. Emphasis is placed on the nature and use of educational-occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering, scoring, and interpreting career inventories. Students also learn about computer-assisted career development.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 701, PSY 710

PSY 781  Mental Health Counseling Internship I
3 hours; 3 credits
As part of this course students will be placed in a program-approved hospital, clinic or community-based mental health fieldwork setting 200 clock hours, including at least 80 hours of direct contact with actual contacts. This course, in conjunction with PSY 782 and PSY 783, accounts for the sum of 600 clock hours needed of program fieldwork necessary for licensure as a Mental Health Counselor in New York, of which 240 consists of client-contact hours. Appropriate student liability insurance must be obtained, and field placement contracts must be signed before beginning the placement. Students must comply with all requirements of the on-site internship supervisor and the school internship instructor, and all details as specified in the internship contract. Students are expected to gain familiarity and to act in accordance with the ACA Code of Ethics at all times. In addition to the hours at the field site, students attend class with the College of Mental Health Counseling Internship Instructor and complete the requirements of the course.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 782 and permission of the Program Director

PSY 782  Mental Health Counseling Internship II
3 hours; 3 credits
As part of this course students will be placed in a program-approved hospital, clinic or community-based mental health fieldwork setting 200 clock hours, including at least 80 hours of direct contact with actual contacts. This course, in conjunction with PSY 781 and PSY 783, accounts for the sum of 600 clock hours needed of program fieldwork necessary for licensure as a Mental Health Counselor in New York, of which 240 consists of client-contact hours. Appropriate student liability insurance must be obtained, and field placement contracts must be signed before beginning the placement. Students must comply with all requirements of the on-site internship supervisor and the school internship instructor, and all details as specified in the internship contract. Students are expected to gain familiarity and to act in accordance with the ACA Code of Ethics at all times. In addition to the hours at the field site, students attend class with the College of Mental Health Counseling Internship Instructor and complete the requirements of the course.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 771

PSY 783  Mental Health Counseling Internship III
3 hours; 3 credits
As part of this course students will be placed in a program-approved hospital, clinic or community-based mental health fieldwork setting 200 clock hours, including at least 80 hours of direct contact with actual contacts. This course, in conjunction with PSY 781 and PSY 782, accounts for the sum of 600 clock hours needed of program fieldwork necessary for licensure as a Mental Health Counselor in New York, of which 240 consists of client-contact hours. Appropriate student liability insurance must be obtained, and field placement contracts must be signed before beginning the placement. Students must comply with all requirements of the on-site internship supervisor and the school internship instructor, and all details as specified in the internship contract. Students are expected to gain familiarity and to act in accordance with the ACA Code of Ethics at all times. In addition to the hours at the field site, students attend class with the College of Mental Health Counseling Internship Instructor and complete the requirements of the course.
Prerequisite: Acceptance into the Master's in Mental Health Counseling Program and PSY 781 and permission of the Program Director

Master of Science in Neuroscience, Mental Retardation, and Developmental Disabilities (MS)

Program Coordinator: Professor Andrzej Wieraszko
Building 6S, Room 324
Email: andrzej.wieraszko@csi.cuny.edu
Telephone: 1.718.982.3941

The Center for Developmental Neuroscience and Developmental Disabilities at the College and the New York State Institute for Basic Research on Mental Retardation and Developmental Disabilities offer a broad interdisciplinary program leading to the Master of Science degree. Courses integrate relevant subject matter in the areas of biology, chemistry, mathematics, philosophy, psychology, and sociology, and students have a unique opportunity to explore both neuroscientific and applied aspects of the normally and abnormally developing brain, as well as recent advances in the cognitive sciences.

Neuroscience, Mental Retardation, and Developmental Disabilities Admission Requirements (Effective Fall 2009)
An adequate background in biology and psychology undergraduate courses will be required of all entering students. If deficiencies are identified during the application process students will be advised to take the appropriate undergraduate course, which will be offered at CSI. Admission to the CSI program will be determined by the proposed program's Graduate Studies Committee comprised of four faculty members and the Director of the Center for Developmental Neuroscience and Developmental Disabilities. Students with bachelor's degrees in all fields may apply for admission, provided they have taken two semesters of biology (with laboratory), two semesters of psychology, one semester of...
chemistry, one semester of calculus, and one semester of statistics. Students applying for admission are expected to have a grade point average of at least 3.0 (B) in their undergraduate biology, mathematics, psychology, or other science courses. They are expected to submit three letters of recommendation attesting to their ability to complete the program successfully. Students with English as a second language must score 550 (paper), 213 (computer), or 79-80 (Internet) or better on the Test of English as a Foreign Language (TOEFL). Based on an interview, the Program's Graduate Studies Committee will make the final decision on the admission of the candidate. Similar to other master's programs at CSI, the students have to maintain a GPA of at least 3.0 (B) to remain in the program. Prior to the start of the second year of study, the student will submit selected writings from their coursework, creating a portfolio to be reviewed and approved by the Neuroscience Graduate Studies Committee. Faculty approval of the writing portfolio is a requirement prior to the registration of the Master's Thesis.

Neuroscience, Mental Retardation, and Developmental Disabilities 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. A faculty thesis committee will approve the content and style of the Master's thesis. The thesis committee will consist of four members, with at least 2 full-time CSI faculty (including at least one member from the Biology, the Chemistry or the Psychology Department).

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 605</td>
<td>Statistical Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NSM 701</td>
<td>Neurobiology I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>NSM 702</td>
<td>Neurobiology II</td>
<td>3</td>
<td>Selected topics concerning functional brain anatomy and mechanisms regulating the activity of nerve cells and their development in different organisms. Characterization of biochemical and cellular events involved in learning and the formation of memory. The molecular basis of diseases of the central nervous system. A research paper is required.</td>
</tr>
<tr>
<td>NSM 703</td>
<td>Mental Retardation and Developmental Disabilities I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>NSM 704</td>
<td>Mental Retardation and Developmental Disabilities II</td>
<td>3</td>
<td>This is a second of a two part sequence intended to provide the student with an overview of the issues, methods, measures and research in the field of mental retardation and developmental disabilities. Students should understand the many issues associated with neuroanatomy developmental disabilities. Contemporary trends and issues in the field will be emphasized.</td>
</tr>
<tr>
<td>NSM 705</td>
<td>Journal Seminar I-IV</td>
<td>1</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.
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 702

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 neural imaging techniques such as MRI, PET, SPECT, EEG, and MEG, which provide new approaches for investigating brain-behavior relationships. The neuroanatomical and neuropsychological 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
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

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 June Como
Acting Nurse Practitioner Program Coordinator: Professor Patricia Given
Marcus Hall (5S), Room 109
Email: june.como@csi.cuny.edu
Telephone: 718.982.3845

The Department of Nursing offers programs leading to the Master of Science in Adult Health Nursing, Master of Science in Gerontological Nursing, Advanced Certificate in Adult Health Nursing, Advanced Certificate in Gerontological Nursing, Advanced Certificate in Cultural Competence, and Advanced Certificate in Nursing Education.

Master of Science Degree Programs

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 op-
Admission requirements for fully matriculated graduate students:

1. Official transcript(s) documenting a cumulative grade point average of 3.0 on a 4.0 point scale in the nursing major
2. Evidence of successful completion of undergraduate courses (or comparable learning experiences approved by the Admissions Committee) in nursing research, statistics, and health/assessment physical examination; and management in nursing, general chemistry, and pharmacotherapeutics
3. Two recommendation letters supporting the applicant’s potential for completing graduate studies; one must be from a current nursing supervisor or recent professor
4. Personal statement of 300 words or more describing career goals
5. Current RN license to practice in New York State
6. A minimum of one year of full-time experience or its equivalent as a registered nurse.

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.

Progression and Retention
In order to progress to the clinical courses, students must achieve a grade of B or above in the core courses of BIO 670, Advanced Pathophysiology; BIO/NRS 682 Advanced Pharmacology; and NRS 702, Advanced Health Assessment. Students who achieve a B- or a C+ or C in one or more of these courses may retake the courses. Students who achieve an F in on or more of these courses are dismissed from the program. Students may attend full- or part-time. In specialization courses, if a student achieves an F in one or more of these courses, he or she may request to repeat the course, if space is available and remedial activities have been completed. If the grade is an F, the student will be dismissed from the program. A minimum of three years of full time experience or its equivalent as a registered nurse are required before enrolling in the clinical courses.

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 practicums will collaborate with agency preceptors to guide students' progress in clinical settings.

Nursing 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 credits
The program requires 48 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.

**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 706 Applied Statistical Thinking and Methods in Health Research
- NRS 730 Nursing Research for Advanced Practice Nurses

**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:**

- NRS 703 Teaching and Learning for Cultural Competence Development
- NRS 704 Cultural Competence in HealthCare: Project Development
- NRS 711 Health Care Program Development
- NRS 712 Nurse as Educator
- NRS 724 Case Management
- NRS 725 Primary Health Care with Young and Middle-Aged Adults
- NRS 726 Primary Health Care with Older Adults

**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 I*
- NRS 728 Role Practicum: Primary Health Care II*

*A minimum of 360 hours of supervised practice are completed in these 2 courses, in addition to the 500 hours required in the CNS program, for a minimum total of 860 hours.*
Advanced Certificate Programs
Gainful Employment Programs

Gainful Employment Disclosure
The College of Staten Island offers the following Gainful Employment programs. Please see the relevant table below for information about each program that we have gathered to date. As we gather more information, we will post it here. If you seek additional information about any of these programs, please contact Dr. Margaret Lunney in the Department of Nursing at (718) 982-3810.

Advanced Certificate in Cultural Competence
Advanced Certificate in Nursing Education
Advanced Certificate in Adult Health Nursing

### Advanced Certificate in Gerontological Nursing

<table>
<thead>
<tr>
<th>CAMPUS OPEID:</th>
<th>002698</th>
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<tbody>
<tr>
<td>PROGRAM NAME</td>
<td>Advanced Certificate in Cultural Competence</td>
</tr>
<tr>
<td>U.S. DEPARTMENT OF EDUCATION SOC:</td>
<td>29-T141</td>
</tr>
<tr>
<td>NORMAL TIME IN SEMESTERS TO COMPLETE PROGRAM</td>
<td>2 semesters</td>
</tr>
<tr>
<td>RELATED OCCUPATIONS THAT PROGRAM Prepares STUDENTS TO ENTER</td>
<td>Registered Nursing</td>
</tr>
<tr>
<td>ESTIMATED COSTS FOR TUITION AND FEES FOR COMPLETION OF PROGRAM *</td>
<td>$3381 (as Fall 2011)</td>
</tr>
<tr>
<td>ESTIMATED COSTS FOR BOOKS AND SUPPLIES FOR COMPLETION OF PROGRAM</td>
<td>$950</td>
</tr>
<tr>
<td>ROOM AND BOARD</td>
<td>N/A Campus does not offer on-campus living</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS COMPLETING THE PROGRAM BETWEEN JUNE 30, 2010 AND JULY 1, 2011</td>
<td>1</td>
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<tr>
<td>NUMBER OF STUDENTS COMPLETING THE PROGRAM BETWEEN JUNE 30, 2010 AND JULY 1, 2011 WHO HAD FEDERAL STUDENT LOAN DEBT</td>
<td>0</td>
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<tr>
<td>NUMBER OF STUDENTS WHO COMPLETED THE PROGRAM BETWEEN JUNE 30, 2010 AND JULY 1, 2011 IN THE NORMAL LENGTH OF TIME</td>
<td>For confidentiality reasons, we do not provide this information where the number of students who completed the program in an academic year was fewer than ten.</td>
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<tr>
<td>JOB PLACEMENT RATE FOR PROGRAM COMPLETERS</td>
<td>We do not provide this information as it is not required by the New York State Department of Education or any of our accrediting agencies.</td>
</tr>
<tr>
<td>MEDIAN LOAN DEBT</td>
<td>For confidentiality reasons, we do not provide this information where the number of students who completed the program in an academic year was fewer than ten.</td>
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</table>

### Advanced Certificate in Nursing Education

<table>
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<tr>
<th>CAMPUS OPEID:</th>
<th>002698</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM NAME</td>
<td>Advanced Certificate in Nursing Education</td>
</tr>
<tr>
<td>U.S. DEPARTMENT OF EDUCATION SOC:</td>
<td>29-1141</td>
</tr>
<tr>
<td>NORMAL TIME IN SEMESTERS TO COMPLETE PROGRAM</td>
<td>3 semesters, including 1 summer term.</td>
</tr>
<tr>
<td>RELATED OCCUPATIONS THAT PROGRAM Prepares STUDENTS TO ENTER</td>
<td>Registered Nursing</td>
</tr>
<tr>
<td>ESTIMATED COSTS FOR TUITION AND FEES FOR COMPLETION OF PROGRAM *</td>
<td>$4524 (as Fall 2011)</td>
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<tr>
<td>ESTIMATED COSTS FOR BOOKS AND SUPPLIES FOR COMPLETION OF PROGRAM</td>
<td>$1070</td>
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<tr>
<td>ROOM AND BOARD</td>
<td>N/A Campus does not offer on-campus living</td>
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<td>NUMBER OF STUDENTS COMPLETING THE PROGRAM BETWEEN JUNE 30, 2010 AND JULY 1, 2011</td>
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<td>NUMBER OF STUDENTS COMPLETING THE PROGRAM BETWEEN JUNE 30, 2010 AND JULY 1, 2011 WHO HAD FEDERAL STUDENT LOAN DEBT</td>
<td>0</td>
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<tr>
<td>NUMBER OF STUDENTS WHO COMPLETED THE PROGRAM BETWEEN JUNE 30, 2010 AND JULY 1, 2011 IN THE NORMAL LENGTH OF TIME</td>
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</tbody>
</table>
Advanced Certificate in Adult Health Nursing

The Department of Nursing offers an Advanced Certificate in Adult Health Nursing and an 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. A current NYS RN license and appropriate clinical experience is required.

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: Advanced Certificate in Adult Health Nursing**

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.

**Requirements: Advanced Certificate in Adult Health Nursing**

This 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 certificate prepare nurses who have Master's degrees in Nursing to meet the requirements for certification as Adult 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

**Advanced Certificate in Gerontological Nursing**

The Department of Nursing offers an Advanced Certificate in Adult Health Nursing and an 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: Advanced Certificate in Gerontological Nursing**

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. A current NYS RN license and appropriate clinical experience is required.

**Requirements: Advanced Certificate in Adult Health Nursing and Advanced Certificate in Gerontological Nursing**

This 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. This certificates prepare nurses who have Master's degrees in Nursing to meet the requirements for certification as 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

**Advanced Certificate in Cultural Competence**

Admission Requirements: Advanced Certificate in Cultural Competence

All applicants must have a bachelor's degree in nursing with a GPA of 3.0 or above in nursing courses, or a higher degree in nursing, or other related fields. Applicants must also submit a personal goal statement of 300-500 words that describes their cultural competence goals. Students who enroll in the Advanced Certificate in Cultural Competence who later want to matriculate in one of the Master's degree in nursing programs must meet admissions criteria of the degree program.

**Requirements: Advanced Certificate in Cultural Competence**

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

**Required Cultural Competence Certificate Courses (9 credits)**

- NRS 700 Transcultural Concepts and Issues in Health
- NRS 703 Teaching and Learning for Cultural Competence Development
- NRS 704 Cultural Competence in Healthcare Education

**Advanced Certificate in Nursing Education**

Admission Requirements: Advanced Certificate in Nursing Education

All applicants must have a Master's degree in Nursing or be accepted as master's degree students in the graduate program of the College of Staten Island, using the standard admission requirements for the Master's degree in Nursing programs. A current NYS RN license is required.

**Requirements: Advanced Certificate in Nursing Education**

The certificate requires 12 credits and would enable graduates to become resources for the health care system in which they work.

**Required Nursing Education Certificate Courses (12 credits)**

- NRS 750 Curriculum in Nursing
- NRS 754 Evaluation in Nursing Education
NRS 758  Teaching and Learning in Nursing Education
NRS 760  Practicum in Nursing Education

Nursing 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.
Prerequisite: 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 on pharmacodynamics, pharmacokinetics, and pharmacotheapeutics 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.
Prerequisite: Basic college-level pharmacology course

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 by advanced practitioners in health care settings. Leininger’s Theory of Culture Care and other selected theories and research studies are critically appraised for utilization in various practice and management settings. Future directions of transcultural care are discussed.
Prerequisite: Matriculated or non-matriculated status in the graduate program

NRS 701  Theoretical Foundations for Advanced Practice Nursing
3 hours; 3 credits
This course explores the theoretical basis of advanced practice nursing through analysis of nursing’s extant models and theories that contribute to nursing’s unique body of knowledge. Emphasis is placed on nursing’s metaparadigm concepts; person-environment-health-nursing. The dialectical process between theory, research, and practice is examined. The value of theory-based practice, including the sharing of knowledge with other disciplines, is stressed as foundational for Advanced Practice Nursing.
Prerequisite: Matriculated or non-matriculated status in the graduate nursing program

NRS 702  Advanced Health Assessment
4 hours; 3 credits
This course prepares students to develop advanced competencies in health assessment (health histories and physical examinations) to analyze data, and to make clinical decisions.
Prerequisites: Matriculated or non-matriculated status in the graduate nursing 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 to develop cultural competence are critically appraised for use in various practice, management, and educational settings. Eliminating health disparities through the creative use of culturally competent client education is emphasized. Future directions for advancing cultural competence development are discussed.
Prerequisite: NRS 700 or equivalent graduate-level course

NRS 704  Cultural Competence in Healthcare: Project Development
3 hours; 3 credits
This course will assist learners to develop a “cultural competence in healthcare” project. The project can be directed toward clients, communities, agencies, nursing organizations, nursing personnel, or nursing education, and must relate to the overall goal of eliminating health disparities. The course also emphasizes measurement and evaluation of project outcomes.
Prerequisite: NRS 703

NRS 705  Health Organizations, Policy, Financing, and Ethics
3 hours; 3 credits
This course synthesizes knowledge about health care systems as established social institutions. Emphasis will be on an examination of the health care delivery system, current issues in the policy arena, and trends associated with health care, including finance and resource allocation. Current legislative initiatives related to health care and the implications of these will be fully explored. Ethical issues will be a recurrent theme.
Prerequisite: Matriculated or non-matriculated status in the graduate program

NRS 706  Applied Statistical Thinking and Methods in Health Research
(Also MTH 706)
3 hours; 3 credits
This graduate-level course introduces the learner to statistical thinking and methods as applied in health research. An undergraduate statistics course is a prerequisite for the course. Emphasis is on the blending of basic descriptive and inferential statistical techniques, concep-
tual understanding, and depreciation for statistical methods. A hands-on interactive, multidimensional approach to teaching-learning includes use of computer software for statistical analyses. Current issues, trends, and technological advances influencing statistical analyses and data interpretation in health research will be explored from the multi-cultural perspective. Selected theories, quantitative research studies, case exemplars, and data sets will be critically appraised for utilization in various health settings and with diverse populations. Ethical issues will be a recurrent theme. Future applications of statistical techniques in health research will be discussed. Prerequisite: Matriculated or non-matriculated status in the graduate program

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; BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702. Corequisites: NRS 721

NRS 721 Role Practicum: Adults in Community Settings
17 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 in the program; BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702, NRS 706
Corequisites: NRS 723

NRS 723 Role Practicum: Adults in Acute Care Settings
17 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. 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 non-matriculated 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 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 young and middle-aged men and women are addressed. Prerequisites: NRS/BIO 682, BIO 670, NRS 700, NRS 701, NRS 702.

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
17 hours; 3 credits
A clinical course addressing health promotion, health protection, and health restoration of adults experiencing acute and chronic health problems. With preceptor supervision, students perform differential diagnosis and treatment of common health problems, including prescription of drugs and other 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.
Prerequisites: NRS 720, NRS 721, NRS 722, NRS 723
Pre or corequisite: NRS 725 or NRS 726

NRS 728  Role Practicum: Primary Health Care II
17 hours; 3 credits
A clinical course addressing health promotion, health protection, and health restoration of adults experiencing acute and chronic health problems. With preceptor supervision, students perform differential diagnosis and treatment of common health problems, including prescription of drugs and other 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.
Prerequisites: NRS 720, NRS 721, NRS 722, NRS 723
Pre- or corequisites: NRS 725 or NRS 726

NRS 730  Nursing Research for Advanced Practice Nurses
45 hours; 3 credits
This course prepares students to develop competencies of advanced practice nursing in the clinical application of research. The role of advanced practice nurses in collaborative, outcomes research, and evidence-based practice are explored. The research process, statistical methods, skills of critique, and ethical-legal issues are applied to clinical problems. Students will conduct an in-depth analysis of a clinical problem that substantiates recommendations for practice.
Prerequisite: NRS 700, NRS 701, NRS 706

NRS 750  Curriculum in Nursing
3 hours; 3 credits
The course focus is curriculum development, including philosophy, outcome criteria, curriculum design, and evaluation of nursing curriculum. The goals of the course are formulated to meet the nursing education and professional standards and are reflective of current and future trends in nursing education and health care. Development of the curriculum design is based on theoretical foundations of nursing and nursing education. Evaluation of the educational outcomes is based on national accreditation standards and criteria.
Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing

NRS 754  Evaluation in Nursing Education
3 hours; 3 credits
Standardized criteria are used to guide development of a master plan of evaluation for a nursing education program. To measure student achievement of learning, the course also emphasizes test construction, item writing, clinical evaluation tools, and psychomotor skills evaluation. NRS 801 or NRS 712 is accepted in substitution.
Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing

NRS 755 Application of Leadership Models in Professional Practice
3 hours; 3 credits
This course addresses professional development of nurse leaders as managers of patient care. Students apply organizational and systems theories to effectively manage patient care at microsystem levels.

NRS 758  Teaching and Learning in Nursing Education
3 hours; 3 credits
Teaching and learning in nursing education are based on applications of selected learning theories and guide various methods of instruction for lecture presentation, clinical laboratory, and distance learning. The course addresses the learning needs and diversity of students today. Legal, ethical, fiscal, and regulatory influences on teaching and education are included.
Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing

NRS 760  Practicum in Nursing Education
6 clinical lab hours per week, 1 seminar hour; 3 credits
The course provides an opportunity for the application of teaching and learning theory to nursing education. Varied learning settings will be sued to meet the individual needs of the student, who is developing his/her role as a nurse educator.
Prerequisite: NRS 754
Pre- or corequisite: NRS 758, NRS 754

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 706, NRS 730, matriculated status, permission of the program coordinator

Doctorate in Physical Therapy (DPT)
Chair: Professor Jeffrey Rothman
Building (5N), Room 207
Email: jeffrey.rothman@csi.cuny.edu
Telephone: 718.982.3153
Fax: 718.982.2984
The clinical Doctorate in Physical Therapy (DPT) program is designed to prepare graduates to examine, evaluate, diagnose, and intervene in the management of impairments, functional limitations, and disabilities of the cardiopulmonary, musculoskeletal, neuromuscular, and integumentary systems. The duration of the clinical internships will be 34 weeks. The research component will require a publishable research project utilizing evidenced-based practice. The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245, email: accreditation@apta.org, website: CAPTE http://www.capteonline.org/home. The College of Staten Island will admit students to the program for the fall semester of each academic year. All course work will take place at the college, except for the human anatomy dissection lab course which will take place at the Anatomy Dissection Lab at Hunter College Brookdale campus. Applicants must have an earned baccalaureate degree along with specified course prerequisites. The three-year curriculum requires 105 credits of graduate course work and completion of a capstone research project. The College has appropriate space and the necessary equipment for the program. Tuition rates and student fees are based on current CUNY doctoral student rates for tuition. DPT students will also be responsible to pay a tuition differential.

Doctorate in Physical Therapy (DPT) Admission Requirements
Applicants are required to meet the following admission criteria:
1. Students must have completed a baccalaureate degree from a regionally accredited four-year institution by the end of the semester prior to entry
2. Two semesters of anatomy and physiology for science majors, with laboratories
3. Two semesters of physics for science majors, with laboratories
4. Two semesters of chemistry for science majors, with laboratories
5. Two semesters of psychology (including one semester of developmental psychology or child psychology)
6. One semester of mathematics (pre-calculus or college algebra and trigonometry)
7. One semester of statistics (we recommend a course that includes computer applications)
8. One semester of English composition (e.g., expository writing)
9. For applicants who have not studied in English-speaking countries, a score of at least 550 (paper), 213 (computer), or 79-80 (Internet) on the TOEFL examination.
10. Documented clinical experience of at least 100 hours in the United States under the supervision of a licensed physical therapist, with a minimum of 50 hours in one or more different practice settings (e.g., private practice, nursing home, pediatric or school setting, outpatient setting). The potential applicant may inquire at any hospital or other facility about volunteering in its physical therapy department as a means of gaining access to clinical experience. A Clinical Experience Form must be provided by the physical therapist by the deadline of November 1 for each program.
11. All prerequisite requirements must be met prior to the starting date of the program in which the applicant is seeking admission.
12. An undergraduate grade point average (GPA) of 3.0 calculated from all college courses.
13. Filing of a complete College of Staten Island application by the deadline and meeting all other doctoral program requirements, including taking the GRE (College of Staten Island Code is 2778).

Academic Progress through the DPT Program
Students are required to comply with all Department of Physical Therapy DPT program policies and procedures.

Students are required to maintain an overall GPA of 3.0 or above to remain in good academic standing. Students earning a grade below "C" in any required course in the Physical Therapy Program will not be permitted to continue the sequence of physical therapy courses. A meeting with the faculty will be scheduled to discuss whether the student should retake the course and re-enter the program the following year. Students are permitted to repeat a failed course only once.

If a student repeats a failed course, it is required that a grade of "C" will be earned in the repeated course and that the student’s GPA must remain above 3.0. If the student earns below a "C" grade in the repeated course, the student will be offered counseling toward another major area. Students are permitted to repeat a failed course one time only. Students may repeat a maximum of one course while enrolled in the Physical Therapy Program. This policy includes grades earned in clinical affiliations. A student is limited to failing one clinical affiliation throughout the entire curriculum sequence. If a clinical affiliation is failed, the student is placed in one make-up clinical affiliation. This make-up clinical affiliation, and any and all remaining clinical affiliations, must be passed for successful continuation and graduation from the program. If a student withdraws from any course, permission to repeat the course and re-enter the Program is based upon the admissions criteria described above.

The grading policy in courses that include a practical (laboratory) examination or checkout as part of their grades is determined by the faculty member instructing the course. In all courses, the syllabus states that students must pass all practical examinations.

If a student’s cumulative GPA falls below 3.0, the student is placed on academic probation.

Requirements for the First and Second Exam are described below.

First Examination
The First Examination consists of two components, a written exam and a clinical performance evaluation. The
written examination is administered after completion of at least 35 credits and the first year of the curriculum. For CSI, this would be early in the fall semester in September. The exam will include content from courses totaling 33 credits. The passing grade is 75%. The second component of the First Examination is the Clinical Performance Instrument (CPI), which is used to evaluate students after completion of their first clinical affiliation. This is considered pass-fail evaluation. After successful completion of both components, students will have completed at least 54 credits and be eligible to continue into the second year of the program. A student who fails the First examination will be allowed to retake the failed component. A remediation plan will be designed in consultation with the failing student including a timetable for retesting. A student is allowed one retake of any component of the first exam. Unsuccessful passing on a retake will result in dismissal from the DPT Program. Students have the right to appeal this decision as specified in the CSI Student Handbook and on the college and program website which is where the most recent information about policies and procedures appears.

Second Examination
The Second Examination consists of two components, a written exam and a clinical performance evaluation. The written examination is administered after completion of at least 73 credits and two years of the curriculum. For CSI this would be scheduled early in the fall semester, in September. The passing grade is 75%. The second component of the Second Examination constitutes results from the Clinical Performance Instrument (CPI) which is used to evaluate student performance upon completion of their second affiliation. This is considered a pass-fail evaluation. After completion of both components, students will have completed at least 73 credits and would be eligible to continue into the third and final year of the DPT curriculum. A student who fails the Second Exam will be allowed to retake the failed component(s). A remediation plan will be designed in consultation with the failing students including a timetable. A student is allowed one retake of any component of the second exam. Unsuccessful passing on a retake will result in dismissal from the DPT program. Students have the right to appeal this decision as specified in the CSI Student Handbook and on the college and program website which is where the most recent information about policies and procedures appears.

Professional Development I and Professional Development II
Students are required to complete two continued educational experiences. These continued education courses must be approved by the faculty. They can be offered through a professional organization, such as the American Physical Therapy Association or other nationally recognized educational organizations. Students are not charged tuition for Professional Development I or II. Students will be required to pay for attending the continued educational course. To receive credit for attending each course, the student must provide evidence to the Department Chair that they successfully completed the continued education course. The student's transcript will indicate that the student has attended and completed each of the two required courses. Professional Development I must be completed by the end of year one in the curriculum and Professional Development II must be completed by the end of year two of the curriculum.

Examples of organizations that we recommend to meet this requirement include:
- American Physical Therapy Association
- Institute for Physical Art
- Maitland Australian Physiotherapy Seminars
- State Chapter Conferences/Workshops
- Student Conclave (APTA)
- National APTA Meetings (Annual Conferences or Mid-Winter Sections Conference)
Doctorate in Physical Therapy (DPT)
Degree Requirements
This area is temporarily under construction.
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 Semester Information 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 Courses

AMS 661  Education and United States 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 Courses

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 Courses

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 682  Advanced Pharmacology  
(Also NRS 682)  
3 hours; 3 credits  
This course provides the knowledge and skills to assess, diagnose, prescribe, and guide the management of medication therapy of adults. Emphasis will be on pharmacodynamics, pharmacokinetics, and pharmacotherapeutics to supplement previous learning. Critical thinking and research data will be the basis for determining appropriate medications for adults of varied ages, medical problems, and health practices.  
Prerequisites: Basic college-level pharmacology course and BIO 670

Computer Science Courses

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 Courses

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 Courses

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 Courses

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 United States land-use and environmental planning issues in terms of their historical background, regulatory setting, cultural context, and practical politics. It focuses on specific local, regional, and national cases, and introduces students to Geographic Information Systems (GIS) as a way of analyzing land-use problems.  
Prerequisite: ESC 601 (Biospheres and Our Species)

History Courses

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 United States 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  United States’ 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 Courses

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  
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 reproofing 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, cryptology, graph theory, geometry, and probability. Emphasis on exploration, analysis, and problem solving. Intended for teachers who wish to extend their own knowledge of mathematics and enhance classroom pedagogy.
Prerequisites: Two courses in fundamentals of mathematics (equivalent to MTH/SLS 217 and 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)

**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 650 Discrete Mathematical Modeling for Secondary School Teachers**
4 hours; 4 credits
Graphs, interval graphs, transitively orientable graphs, Euler and Hamiltonian circuits, graph-theoretic models including one-way street assignment, phasing traffic signals, street sweeping, graph coloring, probabilistic models including Markov Chains and basic queuing models, voting methods and group ranking, weighted voting models and shapely power index.
Prerequisite: MTH 223 or MTH 236 or permission of the department

**MTH 651 Functions of a Complex Variable**
4 hours; 4 credits
Prerequisite: MTH 233 or MTH 236 or permission of the department

**MTH 659 Statistics for Secondary School Teachers**
4 hours; 4 credits
An introductory statistics course for secondary school teachers. Selected topics include exploratory data analysis, basic probability concepts, sampling distributions, confidence intervals, tests of significance, goodness of fit topics, and linear models.
Prerequisite: MTH 233 or MTH 236 or permission of the instructor

**MTH 680 Probability Theory for Secondary School Teachers**
4 hours; 4 credits
Sample spaces, combinatorial analysis, binomial Poisson and normal distributions, random variables, laws of large numbers, random walks, Markov chains, time-dependent stochastic processes, continuous sample spaces.
Prerequisite: MTH 233 or MTH 236 or permission of the department

**MTH 681 Theory of Topology**
4 hours; 4 credits
Set theory; topology of the real line, Cauchy sequences, open sets, connected sets, limit points and closed sets, bounded sets, compactness, continuous functions; topological spaces, mappings, subspaces, homeomorphisms; metric spaces.
Prerequisite: MTH 233 or MTH 236 or permission of the department
MTH 690  Applied Mathematics for Secondary School
4 hours; 4 credits
An application of algebra, trigonometry, and calculus to the analysis and description of wave motion. The theory of transverse and longitudinal waves, the propagation of these waves, as well as applications to a variety of problems in nature will be studied. Applications will be chosen from the study of sound and light waves, water waves, the sound of music, traffic flow, shockwaves, and wave mechanics. Historical and cultural aspects will be stressed.
Prerequisite:  MTH 233 or MTH 236 or permission of the department

MTH 704  Advanced Statistics
Also BIO 704
3 hours; 3 credits
This course teaches statistical analysis using the concept of Likelihood to drive Model Selection. The subject matter differs from other statistical methods in that a single model is chosen from multiple alternatives based on data. To enroll in this course students must have taken an undergraduate course in statistics and calculus.

MTH 706  Applied Statistical Thinking and Methods in Health Research
(Also NRS 706)
3 hours; 3 credits
This graduate-level course introduces the learner to statistical thinking and methods as applied in health research. An undergraduate statistics course is a prerequisite for the course. Emphasis is on the blending of basic descriptive and inferential statistical techniques, conceptual understanding, and depreciation for statistical methods. A hands-on interactive, multidimensional approach to teaching-learning includes use of computer software for statistical analyses. Current issues, trends, and technological advances influencing statistical analyses and data interpretation in health research will be explored from the multi-cultural perspective. Selected theories, quantitative research studies, case exemplars, and data sets will be critically appraised for utilization in various health settings and with diverse populations. Ethical issues will be a recurrent theme. Future applications of statistical techniques in health research will be discussed.
Prerequisite:  Matriculated or non-matriculated status in the graduate program

Political Science Courses

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  United States Government and Politics
4 hours; 4 credits
A study of the structure and operations of the United States political system, the process of its evolution, the philosophical principles and theories on which it rests, and the social pressures and forces operating on it.

POL 737  United States Constitution
4 hours; 4 credits
The structures of government established by the United States Constitution and the system of limited government, which is a consequence of a written constitution. The course will make extensive use of Supreme Court cases to examine branches of the national government, their relationship to each other, and the extent and limits of their powers under the Constitution, and will explore by case analysis the system of federalism established by the Constitution.

POL 741  European Government and Society
4 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 Courses

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.
Appendix

Appendix i

CSI Library Guidelines for Submission of the Master's Thesis

Students submitting their approved thesis to the Library are asked to submit two copies, both of which must be signed by all members of the thesis committee, or by the program coordinator if no committee exists, on the thesis signature page. One copy will be kept in the Library archives; the other will become part of the special collections. Students wishing to copyright their theses through an official agency must make their own arrangements to do so.

Format

The two copies for the Library must be printed on 8.5" x 11" unpunched, unbound white paper of 20-24 lb. weight or heavier. The paper must also meet the specification of 100% cotton content (i.e., acid free) and must not contain lines, smudges, spots, or shaded background. Copies from a laser printer or commercial copier service are highly recommended. Copies done on departmental or self-service copy machines do not meet the Library's high-quality standard. All printing must be one side only.

Photographs, maps, charts, color copies, and some special illustrative materials may be placed, prepared, or reproduced on paper different from that of the regular text (for example, color copies on cotton paper will smudge; use paper specifically made for color copying). On either side of this special paper, students must include a blank sheet of the specified cotton, acid-free paper. Students also must place one extra sheet at the front and back of the thesis.

The following (minimum) margins must be used throughout the manuscript:

Left margin: 1.5"
Top margin: 1.0"
Right margin: 1.0"
Bottom margin: 1.0"

Material that cannot fit within regular or oversized margin requirements may be placed on 11" x 17" paper. Page numbers on these oversized pages must be placed in the upper right corner in the same position as the rest of the text. These pages are not to be folded prior to submittal. The bindery will fold them as appropriate.

Abstract

Abstracts must be double-spaced and are limited to a single page with margins as described above. This page should bear the heading "Thesis Abstract."

Submission

After a successful thesis defense the student should submit two official copies of the manuscript to the Library. If there are any concerns regarding the submission guidelines, the student may consult with the Head of Reference (718.982.4010) or the Archivist (718.982.4128). Either person will be available to ensure that the thesis meets the standards as described above.

Appendix ii - CUNY Policy on Academic Integrity

For information on the CUNY Policy on Academic Integrity please visit http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf.

Rights to Student Records

For information on the CUNY Policy on Rights to Student Records please visit www.csi.cuny.edu/currentstudents/FERPA.pdf.

Campus Behavior Code

For information on the CUNY Policy on Campus Behavior please visit http://www.cuny.edu/about/administration/offices/sa/policies/BylawsFinalARTICLEXVSTUDENTSDec22Rev.pdf.

Campus Safety and Security

The main Campus Public Safety office is located in Building 2A, Room 108. Two satellite desks are located in the lobbies of the Campus Center and the Library. Campus Public Safety officers are on duty at the main gate and patrol the campus 24 hours a day. Emergency pull stations, identified by a blue light, are located throughout the campus, indoors and outdoors. The Office of Public Safety is charged with the maintenance of security and personal safety of all members of the College community and visitors while on campus. All students and members of the faculty and staff are required to have a valid, updated college identification card in their possession while on campus.

Crime Awareness and Campus Security Act

The Federal Crime Awareness and Campus Security Act of 1990 mandates that every college in the nation publicize the incidents of crime reported on its campus. Below are the incidents of crime reported at the College of Staten Island.

<table>
<thead>
<tr>
<th>Crime</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Murder/Non-Negligent Manslaughter 0 0 0
Negligent Manslaughter 0 0 0
Robbery 0 0 0
Aggravated Assault 0 1 0
Motor Vehicle Theft 0 0 0
Arson 1 0 0
Burglary 5 2 11
Sex Offenses, Forcible 0 0 0
Sex Offenses, Non-Forcible 0 0 0
Liquor Law Arrests 0 0 0
Liquor Law Violation Referrals 0 0 0
Drug Law Arrests 0 0 0
Drug Law Violation Referrals 0 0 0
Illegal Weapons Possession Arrests 0 0 1
Illegal Weapons Possession Referrals 1 0 0

*Denote Report to other campus authorities. Hate Crimes Reported (none)

Faculty Report Form
It is necessary to complete this form to report an incident of suspected and/or resolved academic dishonesty. Make a copy for your records and forward the original, along with copies of all available supporting documentation, to the:

Office of the Academic Integrity Officer
[Fill in name of college]
Instructor Name: ______________________________
Dept:_________________________ Tel.No:_______email:______________________
Course:_________________________Section:_________________ Semester: ________________
Student Name: _______________________________ Student ID#:________________
Date of Incident: ________________________________
Type of Incident: ________Cheating ________Plagiarism ________Other
Description of Incident: ________________________________

Did the student admit to the charge of cheating, plagiarism or other act of academic dishonesty? Yes_____ No_____ Student could not be contacted _____
Explanation______________________________________________________________

Immunization Requirement
New York State law requires that students attending postsecondary institutions be immunized against measles, mumps, and rubella. Specifically, all matriculated students born on or after January 1, 1957 must file a form with the Medical Office, signed by a physician, certifying immunity to these diseases prior to registering for more than five credits.

New York State Education Law Section 224-a
Students unable because of religious beliefs to register or attend classes on certain days:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he/she is unable, because of his/her religious beliefs, to register or to attend classes or to participate in any examination, study, or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his/her religious beliefs, to register or attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to register for classes or to make up any examination, study, or work requirements which he/she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study, or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or makeup classes, examinations, study, opportunity to register, or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student...
for these classes, examinations, study, registration, or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his/her rights under this section.

6-a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to each student such equivalent opportunity.

As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the regents of the University of the State of New York, which provides a course of study leading to the granting of a postsecondary degree or diploma. Such term shall not include any institution which is operated, supervised, or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

Non-Discrimination Policy

It is the policy of The College of Staten Island (“the College” or “CSI”) to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to:

- race
- color
- creed
- national origin
- ethnicity
- ancestry
- religion
- age
- sex
- sexual orientation
- gender identity
- marital status
- legally registered domestic partnership status
- disability
- predisposing genetic characteristics
- alienage
- citizenship
- military or veteran status
- status as a victim of domestic violence
- Sexual harassment, a form of sex discrimination, is prohibited under the College’s Policy Against Sexual Harassment. Please access CSI’s complete Non-discrimination Policy:
  www.csi.cuny.edu/diversity_and_compliance/non_discrim.html

Definition of Discrimination

Discrimination is defined as treating members of a protected class less favorably because of their membership in that class. The protected groups are set forth in the College’s Non-Discrimination Policy (see above). Harassment is a type of discrimination involving oral, written, graphic or physical conduct relating to an individual’s race, color, or national origin (including an individual’s ancestry, country of origin, or country of origin of the individual’s parents or other family member) or other protected characteristic that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to work for, participate in or benefit from the educational institution’s programs or activities.

Responsibilities of the College Community-at-large

Members of the College community, who become aware of allegations of discrimination including sexual harassment, should encourage the aggrieved individual to report the alleged act to the Office of Diversity and Compliance Director (“ODC Director”), who is also the Sexual Harassment Coordinator, 504/ADA Compliance Coordinator, and Title IX Coordinator.

The Director of Diversity and Compliance, Daniele Dimitrov, Esq., may be contacted by phone: (718) 982-2250, or email: danielle.dimitrov@csi.cuny.edu (Building 1A, Room 103).

Confidentiality

The privacy of individuals who bring complaints of discrimination, who are accused of discrimination, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the filing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no promise of complete confidentiality should be made to College employees or students who are involved in the complaint process.

Making a Complaint of Discrimination

Any applicant for employment or individual who is employed by or enrolled at the College of Staten Island may file a complaint of discrimination. The College places a strong emphasis on prompt action to resolve complaints alleging discrimination. Members of the College community who believe they have been discriminated against or harassed are strongly encouraged to report allegations as promptly as possible. Delay in
making a complaint may make it more difficult for a unit of the College to investigate the allegations.
The complaint procedure applies to all job applicants and employees and in some instances, former employees of CSI. Students employed by the College have the right to equal employment opportunity in their capacity as employees.

Sexual harassment, a form of sex discrimination, is prohibited under the College’s Policy Against Sexual Harassment. Members of the College community who believe they have been sexually harassed are strongly encouraged to report their allegations as promptly as possible to the ODC Director/Sexual Harassment Coordinator.

Whom to Contact
Any employee, applicant for employment, or student, may file a complaint of discrimination or sexual harassment. Individuals who believe they are being or have been discriminated against or harassed in violation of College policy are encouraged to contact, as soon as possible, the Office of Diversity and Compliance.

At the time the individual makes his or her complaint, the ODC Director should provide the complainant with the complaint form and with information about the various internal and external mechanisms through which the complaint may be filed.

Applicable Laws
The College of Staten Island adheres to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others Section 1324b of the Immigration and Nationality Act (INA), Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, Section 402 of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The “protected classes,” as delineated in Executive Order 11246: (i.e. Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women), were expanded on December 9, 1976 by the Chancellor of The City University of New York to include Italian-Americans. The U.S. Office of Management and Budget further expanded these protected classes in 2006 to include two or more races (not Hispanic or Latino) and replaced Asian/Pacific Islander, with Asian (not Hispanic or Latino) and Native Hawaiian (not Hispanic or Latino), Black was renamed as Black or African American (not Hispanic or Latino) and Hispanic was renamed Hispanic or Latino.

The City University of New York seeks to create and maintain a safe environment in which all members of the University community—students, faculty and staff—can learn and work free from the fear of sexual assault and other forms of violence. The University’s policies on Workplace Violence and Domestic Violence and the Workplace apply to all acts of violence that occur in the workplace or that may spill over into the workplace. The University’s Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to, physical conduct of a sexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence and stalking committed against students on- and off-campus.

CUNY wants all victims of sexual assault, stalking and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If the alleged perpetrator is also a member of the CUNY community, the college will take prompt action to investigate, and, where appropriate, to discipline and sanction the alleged perpetrator. CUNY urges all victims to seek immediate help in accordance with the guidelines set forth in this policy with the assurance that all information received from a complaint will be handled as confidentially as possible.

In order to eliminate sexual assaults and other forms of violence perpetrated against students, and to create a safe college community, it is critical to provide an appropriate prevention education program and have trained professionals to provide vital supportive services.

Accordingly, CUNY is committed to the following goals:

- Providing clear and concise guidelines for students to follow in the event that they or someone they know have been the victim of a sexual assault, domestic/intimate partner violence, or stalking.
- Assisting victims of sexual assault or abuse in obtaining necessary medical care and counseling, whether on- or off-campus.
- Providing the most informed and up-to-date education and information to its students about how to identify situations that involve sexual assault, domestic and intimate partner violence, or stalking, and ways to prevent these forms of violence.
- Educating and training all staff members, including counselors, public safety officers and student affairs staff and faculty, to assist victims of sexual assault, domestic/intimate partner violence, or stalking.
- Ensuring that disciplinary procedures are followed in the event that the alleged perpetrator is a CUNY student or employee.

Policy And Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students

Policy Statement
Procedures for Reporting Incidents of Sexual Assault and Other Forms of Violence

Obtaining assistance after a student is sexually assaulted, stalked or is in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women's/Men's Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

Contact Law Enforcement Personnel Immediately

CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus. Each college shall be provided with a list of emergency contact numbers as part of its orientation and training programs.

Seek Immediate Medical Attention

It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible. For a sexual assault in particular, immediate treatment and the preservation of evidence of the attack (i.e. retain the clothing worn during the attack and do not shower) is crucial to a criminal investigation. If a student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person’s system for a short period of time. In all other circumstances, public safety and police personnel can assist the victim in obtaining medical care. Each college shall be provided with a list of local hospitals, some of which are designated as SAFE (Sexual Assault Forensic Examiner) hospitals that are specially equipped to handle sexual assaults and are trained to gather minute evidence from such assaults. Rape crisis advocates at emergency rooms are also trained to handle domestic violence. EMS will be directed to bring victims to a SAFE hospital at their request. Medical attention is critical not only to treat internal and external injuries and to combat the possibilities of sexually transmitted infections and/or pregnancy, but also to collect evidence that can be used against the alleged perpetrator. It is also vital to ongoing safety and recovery that victims receive emotional support and professional counseling as soon as possible after the attack.

Obtaining an On-Campus Advocate

CUNY encourages student victims to contact the Dean of Student Affairs/Student Development to obtain assistance in accessing medical and counseling services, or to make any necessary changes to the student’s academic program or residential housing situation. Public Safety can assist victims getting to and from campus safely, filing a police report and obtaining an order of protection against the alleged perpetrator. Victims can also file a complaint with the College against an alleged perpetrator who is a student or employee of the University with the Dean of Student Affairs/Student Development and the Public Safety Office.

Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-Campus

The Colleges shall act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator is a student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.

In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the College reserves the right to bring additional disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.

Confidentiality

The University recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a “need to know” basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the College reserves the right to notify the police when it believes that such
Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Examples of Sexual Harassment
Sexual harassment may take different forms. Using a person’s response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to, the following:

- • sexual comments, teasing, or jokes;
- • sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- • graphic or sexually suggestive comments about an individual’s attire or body;
- • inquiries or discussions about sexual activities;
- • pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- • sexually suggestive letters or other written materials;
- • sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- • coerced sexual intercourse or sexual assault.

Responsibilities of the College Community-At-Large
Members of the College community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to the Sexual Harassment Coordinator, a Deputy Coordinator or any member of the Awareness and Intake Committee.

The Sexual Harassment Coordinator and Director of Diversity and Compliance, Danielle Dimitrov, Esq., may be contacted by phone: (718) 982-2250, or email: danielle.dimitrov@csi.cuny.edu (Building 1A, Room 103).

Confidentiality
The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the filing, investigation, or resolution
of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no such promises should be made by the Sexual Harassment Coordinator, a Deputy Coordinator, Awareness and Intake Committee member or other College employees who may be involved in the complaint process.

Making a Complaint of Sexual Harassment
Any member of the College community may report allegations of sexual harassment to the Sexual Harassment Coordinator, a Deputy Coordinator or any member of the Awareness and Intake Committee. Employees who are covered by collective bargaining agreements may elect to use both their contractual grievance procedures, within the time limits provided in those agreements, to report allegations of sexual harassment; and to report such allegations directly to the Sexual Harassment Coordinator, a Deputy Coordinator or a member of the Sexual Harassment Awareness and Intake Committee. Members of the College community who believe they have been aggrieved under the Policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint may make it more difficult for the college to investigate the allegations.

Sexual Harassment is Illegal
Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972.

Members of Sexual Harassment Awareness and Intake Committee
Danielle Dimitrov, Esq. (Coordinator)
Director, Diversity and Compliance, 1A-103
(718) 982-2250
Karen Arca-Contreras
Lecturer, Nursing, 5S-210
(718) 982-3799
Hope Berte
Director, Human Resources, 1A-204
(718) 982-2379
Sondra Brandler, PhD
Associate Professor, Sociology, Anthropology and Social Work (SASW), 4S-234
(718) 982-3769
Christopher Cruz Cullari
Director, Center for Student Accessibility, 1P-101E
(718) 982-2510
Winnie Eng, PhD
Higher Education Officer Associate, Counseling Center, 1A-109E
(718) 982-2738
Calvin Holder, PhD
Professor, History, 2N-210
(718) 982-2880
Darryl Hill, PhD
Associate Professor, Psychology, 4S-112
(718) 982-3758
Fran Mitilieri
Assistant Athletic Director/Business Manager, Sports and Recreation, 1R-204J
(718) 982-3167

Reasonable Accommodations Policy
Overview
The City University of New York and the College of Staten Island ("the College" or "CSI"), in compliance with Sections 503 and 504 of the Federal Rehabilitation Act of 1973 ("Rehabilitation Act"), the Americans with Disabilities Act of 1990 ("ADA"), New York State Executive Law §296, and New York City Human Rights Law, provides qualified individuals with disabilities the opportunity to participate in programs, activities, or employment.

Please access CSI’s complete Reasonable Accommodations Policy here: www.csi.cuny.edu/diversity_and_compliance/reasonable_accom.html

Procedures for Requesting an Accommodation

Students
A student should make an initial request for accommodation to the Center for Student Accessibility and provide appropriate supporting documentation. The Director of the Center for Student Accessibility may consult with appropriate college officials such as the instructor or provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so. The Director of the Center for Student Accessibility, Christopher Cruz Cullari, may be contacted by phone: (718) 982-2510, or email: chris.cruzcullari@csi.cuny.edu (Center for the Arts, Building 1P, Room 101).

The 504/ADA Compliance Coordinator, Danielle Dimitrov, Esq., may be contacted by phone: (718) 982-2250, or email: danielle.dimitrov@csi.cuny.edu (Building 1A, Room 103).

Current Employees
Upon initial hire, each employee is given the opportunity to self-identify as a person with a disability and to request a reasonable accommodation. The self-identification form is to be circulated annually by Human Resources to all current employees to permit the self-identification of employees who may have become disabled subsequent to initial hire.

An employee should make an initial request for accommodation to his/her immediate supervisor. Alternatively, an employee may direct his/her request to the Human Resources Director at the College. In either case, consultation between the employee’s supervisor and the Human Resources Director should take place to determine whether the requested accommodation, or an alternate accommodation, is appropriate and should be implemented. Appropriate supporting documentation should be provided to the Human Resources Director. If the proffered accommodation is acceptable to the employee, the Human Resources Director should inform the 504/ADA Compliance Coordinator of the nature of the accommodation.
Applicants for Employment
As part of a standard acknowledgment letter, individual applicants are to be instructed to contact the College's Human Resources Director if an accommodation is needed to participate in the application/interview process. The Human Resource Director will make arrangements with the appropriate individuals to provide a reasonable accommodation.

Visitors
Brochures/flyers announcing specific public programs should include a statement identifying the person to contact if an accommodation is needed, and the time frame, by which such a request must be made (e.g., forty-eight hours in advance). A visitor should make a request for accommodation to the designee listed on the flyer. The designee should consult with appropriate college officials to determine the feasibility of granting the requested accommodation. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision.

Review of Accommodation Requests / Decisions
If a proffered accommodation is unacceptable to a student, the student may discuss the situation with the 504/ADA Compliance Coordinator who will review the matter and attempt to resolve it. If the proffered accommodation is still unacceptable, the College Compliance Coordinator will apprise the College President of the issues and the College Compliance Coordinator’s recommendation. The President shall make the final decision.

Current Employees
If an employee does not agree with a proffered accommodation, the employee may discuss the situation with the 504/ADA Compliance Coordinator who will review the matter and attempt to resolve it. If the matter is not resolved, the employee may exercise any and all rights available under law without fear of retaliation. If the employee is a union member, the employee may wish to discuss this situation with his/her union representative and exercise any rights available under the collective bargaining agreement. The Compliance Coordinator will keep the President apprised of the matter.

Applicants for Employment
Applicants whose request for accommodation is denied or who do not agree with a proposed accommodation for the application/interview process will inform the Human Resource Director. The Human Resources Director will inform the 504/ADA Coordinator who will make the final decision and inform the applicant of the decision.

Visitors
If a visitor finds a proffered accommodation unacceptable, the visitor may discuss the situation with the 504/ADA Compliance Coordinator. The Compliance Coordinator shall make the final decision after consultation with the College President.

The City University of New York Workplace Violence Policy and Procedures

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy
The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University’s Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individual(s).

Scope
All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions
1. Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual’s legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University’s ability
to provide services to the public. Examples of workplace violence include, but are not limited to:

2. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

3. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

4. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.

5. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Reporting of Incidents

1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. Acts of Violence Not Involving Weapons or Injuries to Persons

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. Commission of a Crime

All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. False Reports

Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. Incident Reports

The University will report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).

Responsibilities

1. Presidents

The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (See #7. below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. Campus Public Safety Office

The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. These incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.
Offenders will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff, and students. Public Safety will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee, in his/her absence, can authorize escort service outside of the geographical confines of the college.

3. Supervisors
Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. Faculty and Staff
Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee’s supervisor should be brought to the attention of the Campus Public Safety Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college’s website, as appropriate.

5. Office of Human Resources
The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college’s website, as appropriate.

6. Students
Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

7. Workplace Violence Advisory Team
A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college’s readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal, and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.
8. University Communications
All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

Education
Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing opportunities for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools, (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty and Staff Relations will offer periodic training opportunities to supplement the college’s training programs.

Confidentiality
The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation
Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

Approved by the Board of Trustees
June 28, 2004
Last Updated: 7/13/04

Tobacco Policy
The College complies with The City University policy prohibiting the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and parking lots; outdoor locations such as playing fields; entrances and exits to buildings; and smoking, which prohibits smoking inside all facilities of the College; tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and tobacco industry sponsorship of athletic events and athletes. For more information on the CUNY Tobacco Policy please visit http://policy.cuny.edu/pdf_source/btm/2011/01-24.pdf#page=10.
CSI Clean Air NY Champions
The College is partnered with Clean Air NY through our CommuterLink car pooling efforts, and we are considered to be a “Clean Air NY Champion”. The College’s ongoing efforts in making substantial contributions to improving the air we breathe by promoting car pooling and ride sharing, and by providing students, faculty and staff with a Shuttle bus and Loop bus to reduce the number of cars on campus has allowed us to achieve the status of “Champion”.

Ferry Shuttle Service
Ride the CSI Ferry Shuttle Bus between CSI and the St. George Ferry for free! Pickup at the Ferry is on Richmond Terrace opposite Borough Hall at the bus stop. When exiting the Ferry, proceed to the Taxi ramp and follow the ramp to Richmond Terrace; the bus stop is located on the right. Pickup at CSI is in front of Building 2A at the Ferry Shuttle Shelter. If you need additional information regarding the Shuttle Bus, please call Operational Services at 718-982-3220 or visit www.csi.cuny.edu/ferryshuttle. Please note that buses can be delayed due to weather and traffic conditions.

Carpooling
Students, faculty, and staff are encouraged to utilize the services of the regional carpooling and rideshare organization.

• Commuterlink: Commuterlink provides information on carpooling and rideshare for regional commuters including a guaranteed ride home program for people who have emergency needs to alter their hours or work late. Faculty and staff are particularly encouraged to utilize the services of Commuterlink: www.csi.cuny.edu/commuterlink/.

• GoLoco: Students are strongly encouraged to utilize the services of rideshare programs such as GoLoco. The College is working with www.goloco.org to promote rideshare and lower commuting costs for students. By notifying students of potential rideshare opportunities, the College hopes to increase the availability of carpooling from key student resident areas. The College has already established a group Webpage for CSI. For more information go to: www.goloco.org

By Bus
Buses on the Victory Boulevard route stop at the main entrance to the College. Buses on the Forest Hill Road route stop at the East entrance to the College.

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 Boulevard 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
S53 Bay Ridge - 95th Street/Port Richmond
Frequent weekday service; stops at Victory Boulevard for transfer to S62 or S92.
S93 The S93 runs limited service Monday-Friday between 86th Street and 4th Avenue R subway station in Brooklyn and the College. This route eliminates bus transfer and saves you up to 15 minutes a trip.

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 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
On-campus parking is available to registered students and employees who purchase a decal and agree to ob-
serve all parking regulations. Decals are available from the Office of Parking & DolphinCard Services located in Building 3A, Room 106, telephone 718.982.2294. Students are sold permits for on-campus parking at the time of registration on a first-come, first-served basis. A detailed parking information booklet is available upon request. Speed limit: 25 mph.

Transportation within the Campus
Loop Bus - leaves the main gate approximately every ten minutes for a trip around the internal loop with regular stops at 1A and 2A only; 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.

For more information go to: www.mta.info/nyct/service/bus/bussch.htm or www.hopstop.com
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