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

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.

Published by the College of Staten Island/The City University of New York
2800 Victory Blvd, Staten Island, NY 10314
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 doctoral degrees, advanced certificate programs, and master’s degrees, as well as bachelor’s and associate’s degrees.

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
President
CSI Administration
Please visit CSI Administration.

Academic Department and Chairpersons
Please visit Academic Departments and Chairpersons
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); Clinical Mental Health Counseling (MA); Neuroscience, Mental Retardation, and Developmental Disabilities (MS); Nursing: Adult Health Nursing (MS) and Gerontological Nursing (MS); and Social Work (MSW). 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 1976 through the union of two existing colleges - Staten Island Community College and Richmond College. Staten Island Community College, the first community college in the University, opened in 1956. Richmond College, an upper-division college offering undergraduate and graduate degrees to students who had successfully completed the first two years of college study elsewhere, was founded in 1967. 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, Shooliloo; 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, Borromini’s Task; Zero Higashida, Maquette for a Small Universe; Valerie Jaudon, Untitled; Niki Ketchman, Red Inside; Win Knowlton, Ellipse; Mark Mennin, Torak; Don Porcaro, Moon Marker; and Hans Van de Bovenkamp, Stele in the Wind.

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

Biological Sciences/Chemical Sciences Building: An 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.

University Administration
Chancellor
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Executive Vice Chancellor and Chief Operating Officer
Allan H. Dobrin

Interim Executive Vice Chancellor and University Provost
Julia Wrigley

Senior Vice Chancellor for University Relations and Secretary of the Board of Trustees
Jay Hershenson

Senior Vice Chancellor for Legal Affairs and General Counsel
Frederick P. Schaffer

Vice Chancellor for Student Affairs
Frank D. Sanchez

Senior Vice Chancellor for Budget and Finance
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Vice Chancellor for Research
Gillian Small

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Jay Hershenson, Secretary of the Board
Frederick P. Schaffer, General Counsel

Council of Presidents

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The Graduate School of Journalism
Sarah Bartlett, Dean
City University School of Law at Queens College
Michelle Anderson, Dean
School of Professional Studies
John Mogulescu, Dean
Macaulay Honors College
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Karen L. Gould, President
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Queens College
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York College
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Bronx Community College
Eduardo J. Marti, Interim President
Hostos Community College
David Gomez, Interim President
Kingsborough Community College
Farley Herzcek, President
LaGuardia Community College
Gail O. Mellow, President
Guttman Community College
Scott E. Evenbeck, President
Queensborough Community College
Diane Call, President

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 BS degree in Engineering Science is accredited by

The Nursing Programs are accredited by the Accreditation Commission for Nursing Education (ACEN) http://www.acenursing.org, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404.975.5020.

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.

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 strengthened 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
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.
Admissions

Office of Recruitment and Admissions
Director, Emmanuel Esperance, Jr.
Building 2A, Room 103
718.982.2010
Visit our Website: www.csi.cuny.edu/admissions

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 a Clinical Doctoral program in Physical Therapy and Doctorate in Nursing Practice as well as an extensive range of Master of Arts, Science and Education degrees. The College also offers doctorate degrees in selected areas in conjunction with the CUNY Graduate Center. In addition, CSI also has 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.

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
This page is being updated. For more information please visit the Graduate Admissions website.

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

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

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

For more information, 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/graduatematriculated.

CUNY Doctoral Programs
The following doctoral programs are offered jointly with The City University Graduate School: Biology (Neuroscience), Computer Science, Nursing, Physics, and Chemistry.

Application to these Doctoral programs 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/graduatematriculated.

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 Advisor 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.
Summary of Admissions Requirement Table
This section of the catalog is currently under construction. Please refer to the program section of the catalog for specific program admission requirements.

We apologize for the inconvenience.

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](http://www.csi.cuny.edu/teachersabbatical).
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/graduatestudies.

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

Students scheduled for registration using their CUNYfirst self-service account may register and perform program changes following the procedures accompanying the registration e-mail notification. Instructions for using CUNYfirst are also available online.

A detailed registration schedule and class listings are available online each semester on the Registrar’s website. Registration is not complete until all financial obligations have been satisfied. The Registrar’s Office is in Building 2A, Room 110.

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

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

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

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

**UNDERGRADUATE**

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**GRADUATE**

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**Academic Excellence Fee**

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<tr>
<td>excess hours</td>
<td>$560/equated credit</td>
<td>$910/equated credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPT</td>
<td>$5,460/semester</td>
<td>$985/credit</td>
</tr>
<tr>
<td>full-time Level 1</td>
<td>$625/credit</td>
<td>$985/credit</td>
</tr>
<tr>
<td>part-time Level 1</td>
<td>$3,770/semester</td>
<td>$7,240/semester</td>
</tr>
<tr>
<td>full-time Level 2</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>DNP</td>
<td>$6,685/semester</td>
<td>$910/credit</td>
</tr>
<tr>
<td>full-time Level 1,2,3</td>
<td>$560/credit</td>
<td>$910/credit</td>
</tr>
</tbody>
</table>

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

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

**Matriculated Status**

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

**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 $200 for New York residents or $325 for non-residents a semester if they wish to maintain their matriculated status. If the fee is not paid, the student will be considered to have withdrawn and must apply for readmission.

**Non-Instructional Fees**

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

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity</td>
<td>$138.15</td>
<td>for all full-time students</td>
</tr>
<tr>
<td></td>
<td>$102.15</td>
<td>for all part-time students</td>
</tr>
<tr>
<td>Senate</td>
<td>1.45</td>
<td>for all full-time students</td>
</tr>
<tr>
<td>Technology</td>
<td>$125</td>
<td>for full-time students</td>
</tr>
<tr>
<td></td>
<td>$62.50</td>
<td>for part-time students</td>
</tr>
</tbody>
</table>
# Miscellaneous Fees and Charges

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

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidated Service Fee</td>
<td>$15</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$125</td>
</tr>
<tr>
<td>Application</td>
<td>$125</td>
</tr>
<tr>
<td>Readmission</td>
<td>$20</td>
</tr>
<tr>
<td>Late registration</td>
<td>$25</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>$15</td>
</tr>
<tr>
<td>Program Change</td>
<td>$18</td>
</tr>
<tr>
<td>Late registration</td>
<td>$25</td>
</tr>
<tr>
<td>Late payment</td>
<td>$25</td>
</tr>
<tr>
<td>Special examination</td>
<td>$15 ($5 each additional)</td>
</tr>
<tr>
<td>Transcript</td>
<td>$7 each</td>
</tr>
<tr>
<td>Duplicate diploma</td>
<td>$15</td>
</tr>
<tr>
<td>Duplicate I.D. card</td>
<td>$5</td>
</tr>
<tr>
<td>Duplicate bill</td>
<td>$5</td>
</tr>
<tr>
<td>Thesis binding</td>
<td>$15</td>
</tr>
<tr>
<td>Late payment</td>
<td>$25</td>
</tr>
<tr>
<td>Readmission</td>
<td>$20</td>
</tr>
<tr>
<td>Late registration</td>
<td>$25</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>$15</td>
</tr>
<tr>
<td>Program change</td>
<td>$18</td>
</tr>
<tr>
<td>Late payment</td>
<td>$25</td>
</tr>
<tr>
<td>Payment reprocessing</td>
<td>$15</td>
</tr>
<tr>
<td>Special examination</td>
<td>$15</td>
</tr>
<tr>
<td>Maintenance of Matriculation</td>
<td>$210</td>
</tr>
<tr>
<td>NYS Resident</td>
<td>$210</td>
</tr>
<tr>
<td>NYS Matriculation</td>
<td>$340</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$340</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$15</td>
</tr>
<tr>
<td>Duplicate ID</td>
<td>$5</td>
</tr>
<tr>
<td>Card</td>
<td>$5</td>
</tr>
<tr>
<td>Duplicate Record</td>
<td>$5</td>
</tr>
<tr>
<td>Special Examination</td>
<td>$25</td>
</tr>
</tbody>
</table>

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

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

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

# Materials Charges

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

# Library Fines

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

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

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

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

# Payment

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

**Tuition and Fee Refunds**

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

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

**Return of Title IV Funds**

Title IV funds (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 Enrollment Services Thursday evenings from 5:00 – 7:00pm.
ACADEMIC POLICIES AND PROCEDURES

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

Students scheduled for registration using their CUNYfirst self-service account may register and perform program changes following the procedures accompanying the registration e-mail notification. Instructions for using CUNYfirst are also available online.

A detailed registration schedule and class listings are available online each semester on the Registrar’s website. Registration is not complete until all financial obligations have been satisfied. The Registrar’s Office is in Building 2A, Room 110.

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 (dropped 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 (dropped 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 Com-
mittee 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. There is no fee for this application. Application for graduation may be submitted online at www.csi.cuny.edu/registrar or in person at Enrollment Services, North Administration Building (2A), Room 106.

Grading Symbols and GPA Equivalents

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></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>F</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>Withdrawed with no penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
<td>0.0</td>
</tr>
<tr>
<td>*WN</td>
<td>Never Attended (counts as failure)</td>
<td>0.0</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by instructor</td>
<td>0.0</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade Pending (for thesis courses)</td>
<td>0.0</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.

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

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

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

WA: Students not in compliance with the New York State immunization requirement receive the grade of WA. This grade carries no academic penalty.

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 and Enrollment Services.
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 by logging on to their CUNYfirst self-service account through the CUNYfirst website (www.home.cunyfirst.cuny.edu). Email notification is sent to students each semester when grades are available in their CUNYfirst self-service account.

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.
ACADEMIC SERVICES/STUDENT SERVICES

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, Stephen M. Ferst

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 802.1 lb/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 stu-
dents, 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 Depart-
ment of Chemistry, the Center for Environmental Sci-
ence, 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 Quadran-
gles house instructional, tutorial, and research laborato-
ries; 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 facili-
ties, 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 dis-
tance-learning center, the document center, the Library
instruction facility, and the Media Services unit. The cir-
culating book collection and the print journal holdings
are housed on the third floor.

Hours of Service:
Monday–Friday 8:00am–11:00p
m
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

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
offsite.

Reference librarians provide service at the General
Reference Desk on the first floor at all times when the
Library is open. The Library instruction service includes
orientation tours, open workshops, presentations to
classes by reference specialists in connection with spe-
cific course assignments, and the compilation of biblio-
graphic 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 col-
lections via fiber-optic technology, connecting over 40
classrooms, laboratories, and conference rooms. Media
Services operates the Videoconferencing Lab, a net-
work of wireless laptops for use in the Library, and
oversees the Center for Excellence in Learning Tech-
nology, which assists faculty in using technology to
promote better learning.

Media Services
Director: Mark Lewental
Library (1L), Room 201

Media Services provides audio-visual support for class-
room use, as well as student viewing facilities in the Li-
brary. Our office manages and makes accessible the
College’s collection of videotapes, DVDs, and other me-
dia. The Media Distribution System, using fiber-optic
technology, serves a large number of classrooms
equipped with LCD projectors, plasma monitors, and
Smart Classroom technology. Media Services also op-
erates the Videoconferencing Lab, manages the Stu-
dent Laptop Loan Program, and oversees the Center for
Excellence in Learning Technology (CELT), which as-
sists faculty in using technology to promote better
learning.

Ombudsperson
Reporting to the Vice President for Student and Enroll-
ment Services, the Ombudsperson is authorized to in-
vestigate student concerns and to make recommenda-

tions regarding the outcome 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 and Enrollment Services
South Administration Building (1A), Room 301
Vice President, Jennifer S. Rubain, Esq. 718.982.2335

The Division of Student and Enrollment Services 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
Counseling Center
CSI Association
Disability Services
Graduate Admissions
Health Center
New Student Orientation/CLUE
SEEK
Sports and Recreation
Student Life
Wellness Program

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)
Advanced Certificate in Business Analytics of Large Scale Data
Business Management (MS)
Cinema and Media Studies (MA)
Clinical Mental Health Counseling (MA)
Computer Science (MS)
Education
Childhood (Elementary) (MSEd)
Adolescence (Secondary) (MSEd)
Teaching English to Speakers of Other Languages (MSEd)
Special Education Childhood (1-6) (MSEd)
Special Education Adolescence Generalist (Grades 7-12)
Post-Master’s Advanced Certificate for Leadership in Education
Post-Master’s Advanced Certificate for Teaching English to Speakers of Other Languages
English (MA)
Environmental Science (MS)
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.

<table>
<thead>
<tr>
<th>Degree</th>
<th>College Title</th>
<th>Program Code</th>
<th>Program</th>
</tr>
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<tbody>
<tr>
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<td>Advanced Certificate</td>
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<td>Business Analytics of Large Scale Data</td>
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<td>Biology 7-12</td>
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<td>MSEd</td>
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<td>Teacher of English to Speakers of Other Languages</td>
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<td>MSEd</td>
<td>Special Education, Childhood 1-6</td>
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<td>Special Education Adolescence Generalist (5-9)</td>
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<tr>
<td>Advanced Certificate</td>
<td>Middle Childhood Generalist (Grades 5-9)</td>
<td>35278</td>
<td>Middle Childhood Generalist (Grades 5-9)</td>
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<td>Advanced Certificate</td>
<td>Special Education Adolescence Generalist (7-12)</td>
<td>31115</td>
<td>Special Education Adolescence Generalist (7-12)</td>
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<td>Advanced Certificate</td>
<td>Leadership in Education</td>
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<td>Leadership in Education</td>
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<td>MA</td>
<td>English</td>
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<tr>
<td>MS</td>
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<tr>
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<td>History</td>
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<tr>
<td>MA</td>
<td>Liberal Studies</td>
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<tr>
<td>MS</td>
<td>Neuroscience and Developmental Disabilities</td>
<td>26361</td>
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<td>MS</td>
<td>Adult-Gerontological Clinical Nurse Specialist</td>
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<td>MS</td>
<td>Adult-Gerontological Nurse Practitioner</td>
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<td>Advanced Certificate</td>
<td>Adult-Gerontological Clinical Nurse Specialist</td>
<td>28017</td>
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<td>Advanced Certificate</td>
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<td>DNP</td>
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<td>DNP</td>
<td>Adult-Gerontology Nurse Practitioner</td>
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<td>Advanced Certificate</td>
<td>Cultural Competence</td>
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<td>DPT</td>
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<td>MSW</td>
<td>Social Work</td>
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</tbody>
</table>

*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.*
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.
CUNY 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 (PhD), offered jointly with The City University Graduate Center
Physics (PhD), offered with the PhD program of The City University Graduate School

CUNY 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. Alejandra del Carmen Alonso (CSI) at alejandra.alonso@csi.cuny.edu, 718.982.3950.

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

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

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**Additional Chemistry 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.*
GRADUATE PROGRAMS, DISCIPLINES, AND COURSE OFFERINGS

Master of Science in Accounting (MS)

School of Business, Building 3N, Room 235
Dean, Susan Holak, BS, MPhil, PhD
Program Coordinator: Assistant Professor John Sandler
Building 3N, Room 238
Telephone: 718.982.2963
Email: john.sandler@csi.cuny.edu

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

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

Accounting Admission Requirements

- A graduate Accounting Steering Committee comprised of the Program Coordinator and Area Coordinators from Accounting, Finance, International Business, Management, and Marketing will determine admissions using the following criteria:
- Baccalaureate degree in Accounting or a related field such as Business or Economics. Potential students may apply after taking proficiency courses.
- Letter of intent
- Overall Grade Point Average (GPA) of 3.0 or higher.
- Graduate Management Admissions Test (GMAT).
- CSI graduates who have a GPA of 3.2 or higher in their accounting or business pre-major and major are exempt from taking the GMAT.
- The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam is 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 Course
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
- ACC 760 Government and Not-For-Profit Accounting
- BUS 720 Global Business Strategy Abroad: Focusing on Foreign-Based Firm
- FNC 740 Financial Planning
- MGT 710 Leadership and Organizational 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
- BDA 651 Computational and Statistical Methods for Business and Economics
- BDA 761 Big Data Management in a Supercomputing Environment
- BDA 762 Analysis Techniques for Large-Scale Data - Spatial and Statistical Techniques
- BDA 763 Forecasting for Managers and Researchers
- BDA 764 Research Project in Large-Scale Data
- BDA 765 Seminar in Big Data - Current Topics

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 accounting includes analysis of variable and fixed costs, period costs, product costs, investment decisions, and budget preparation.

**ACC 725 Forensic Accounting**
3 hours; 3 credits
The development of advanced accounting research techniques used in the detection, investigation and prevention of fraud. Separate topics include forms of fraud, methods of fraud detection, risk assessment, legal and ethical requirements, advanced techniques and case studies. The course teaches forensic methods that are beyond the scope of traditional accounting principles used in determining the risk, detection and prevention of fraud.
Prerequisites: 20 credits in Accounting

**ACC 730 Accounting/Management Information Systems**
3 hours; 3 credits
This course covers requirements of corporate accounting for managerial and external use and the system design methods to satisfy these needs. The integration of accounting information systems with corporate operational systems and with the systems of vendors and customers is a major focus. Other topics include integrity, security, and accuracy of the information processed.
Prerequisite: ACC 600 or undergraduate credits in Accounting

**ACC 740 Tax Strategies and Business Decisions**
3 hours; 3 credits
This course examines timely topics in tax at an advanced level. Particular emphasis is placed on tax strategy and planning, as well as compliance and procedural considerations. Students will be required to read scholarly articles and official pronouncements on current issues and developments. Research papers and oral presentations on timely topics are required.
Prerequisite: ACC 600 or undergraduate credits in Accounting

**ACC 750 Accounting Research Course**
3 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
Income statements, balance sheets, and statements of cash flows will be studied from the point of view of financial managers. Ratio analysis, such as profitability, liquidity, debt, asset utilization, and market value ratios will be discussed. Cross-sectional and time series analysis of financial metrics will be examined. The focus of this course will not be the construction of financial statements; instead, we will try to understand the value of a firm.

Prerequisites: FNC 600, ACC 600 or undergraduate credits in Accounting

**FNC 740  Financial Planning**
3 hours; 3 credits
This course will cover topics in budgeting, investments, income tax planning, insurance, retirement planning, and estate tax and trusts from the perspective of the individual.

Prerequisite: FNC 600

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

**MGT 605  Business, Government, and Society**
3 hours; 3 credits
This course proposes to: (1) examine the roles and responsibilities of business in today's complex global economy, including the interests of various stakeholders; explores social, legislative, regulatory, and judicial processes as expressed in public policy and the options open to business management in anticipating and responding to these forces; (2) integrate concepts of ethical behavior with corporate responsibility; and (3) examine managerial values and corporate culture and the resulting corporate governance as driving forces in the modern business organization. Particular focus on the differences between policy formation in the U.S. as compared to other nations.

**MGT 710  Leadership and Organizational Effectiveness**
3 hours; 3 credits
A systematic analytical approach to understanding, predicting, and controlling human behavior in organizations is presented in this course. Special consideration is given to the relationship of the individual and the organization, groups and the organization, and organizational development. The course is presented within the framework of providing leadership for the organization and its employees.

Prerequisites: MGT 600, MGT 605

**MGT 720  Global Business Strategy**
3 hours; 3 credits
This course introduces students to the key issues involved in developing long-term global strategy for organizations. Major topics include analysis of the organization's internal and external environments and planning strategy at the corporate, business, and functional levels. Consideration will be given to strategic planning for international and non-profit organizations. Case studies will be used to develop an understanding of top management's role in all phases of global strategy formulation management.

Prerequisites: MGT 600, MGT 605

**MGT 730  Strategic Human Resource Management**
3 hours; 3 credits
The course addresses the functions of a human resource manager, with emphasis placed upon the technical, analytical, and legal skills required for effective job performance. Special topics include: recruiting, selecting, training and development, performance appraisal, components of compensation, and compliance with legal mandates.

Prerequisites: MGT 600, MGT 605

**MGT 770  Managerial Decision Making and Applications**
3 hours; 3 credits
This capstone course requires the application of all business education. It is an integrative course that places students in the role of top/middle management facing the myriad decisions involved with running a business. The heart of the course is participation in a computer-based business simulation. The emphasis is on team interpersonal dynamics, use of financial statements, and decision making skills in business situations that involve the organization as a whole.

Prerequisites: MGT 600, MGT 605, MKT 600, FNC 600 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.

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 Professor 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 philosophical, educational, psychological, and clinical paradigms will be incorporated. Throughout the curriculum, whenever appropriate, the counseling needs of families with individuals with ASD will also be addressed. We will also critically evaluate controversial popular but unproven alternative treatments. The curriculum will consist of lectures by faculty, readings of the professional literature, in-class discussions (with faculty and students), on-site observations and fieldwork under close supervision. The Program was developed to provide additional education and training to post-baccalaureate students (with bachelor's or master's degree) in order to enable them to work with individuals with ASD and their families at a heightened level of expertise.

Autism Spectrum Disorders Advanced Certificate Requirements
Applications for an admission for the fall semester are due on April 1.

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

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

3. Two letters of recommendation.
4. Current résumé detailing all relevant past and present professional employment, experience, memberships, and related service.
5. A cover letter describing the applicant’s relevant experience as well as the reason and motivation for applying for the Advanced Certificate.

Admission Requirements for Non-CUNY Students:

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

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

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

Continuation Requirements and Award of Certificate

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

Autism Spectrum Disorders Advanced Certificate Requirements

Certificate Requirements: 12 credits

ASD 701 Autism Spectrum Disorders: Contemporary Issues

ASD 702 Foundations of Treatment Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders (ASD) Part I

ASD 703 Foundations of Treatment and Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorder (ASD) Part II

ASD 704 Contemporary Approaches to Assessment and Intervention of 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 Spectrum Disorders (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

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

Program Coordinator:  
General Biology Track: Assistant Professor Lisa Manne  
Building 6S, Room 117  
Email: lisa.manne@csi.cuny.edu  
Email: biologymasters@csi.cuny.edu  
Telephone: 718.982.3855

Biotechnology Track: Assistant Professor Lisa Manne  
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Telephone: 718.982.3855  
(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 credits) and BIO 799 (6 credits) with others in their cohort. In addition to the courses listed above, they are required to take EDS 694 Advanced Studies in Teaching Secondary School Science (3 credits). Students who choose this program of study will complete a thesis with guidance from faculty of the Department of Biology and the School of Education.

**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 complete the online CSI Graduate Admissions Application. The GRE general test is recommended but not required of applicants.

1. BS in Biology degree from an accredited college (students in the last semester of undergraduate study and students with a baccalaureate in another related discipline may also be considered for admission).
2. Overall GPA of 2.75 (B-) and a GPA of 3.0 (B) in undergraduate science and mathematics courses.
Master of Science in Biology Degree Requirements

Master of Science in Biology Degree Requirements: 30 credits
Students may choose either the General Biology Track or the Biotechnology Track in order to complete the Master of Science in Biology.

**Track A: General Biology Requirements**

- **30 credits**
- **BIO 603** Scientific Communication 3 credits
- **BIO 605** Statistical Analysis 3 credits
- **ESC 601** The Biosphere and Our Species 3 credits

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
- **BIO/ESC 722** Marine Ecology 3 credits
- **BIO/ESC 727** Conservation Biology 3 credits
- **BIO 730** Principles and Methods of Systematics, Evolution, and Phylogeny 3 credits
- **BIO/ESC 735** Biogeography 3 credits
- **BIO 740** Advanced Microscopy 3 credits
- **BIO/ESC 743** Cellular Toxicology 3 credits
- **BIO 750** Laboratory Methods in Molecular Genetics 3 credits
- **BIO 751** Molecular Genetics 3 credits
- **BIO 760** Introduction to Bioinformatics and Genomics 3 credits
- **BIO 761** Mathematical Models in Biology 3 credits
- **BIO 771** Principles of Epidemiology 3 credits
- **BIO 799** Thesis Research 0-8 credits
- **BIO 891-894** Independent Study 30 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.

**Track B: Biotechnology Requirements**

- **30 credits**
- **BIO 603** Scientific Communication 3 credits
- **BIO 706** Introduction to Biotechnology 3 credits

In the bioinformatics track, the coursework that constitutes the 30 credits includes BIO 603, BIO 706, BIO 708, BIO 743, BIO 751, BIO 799, and BIO 894. BIO 894 (Internship in Biotechnology) is designed to place the student in a biotechnology laboratory where he/she will apply the principles acquired in the academic curriculum to a research project. A thesis is required of all students in the bioinformatics track.

By the end of the first year, all students must provide evidence of proficiency in scientific writing and communication, 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. Alternately, for courses taken outside of CUNY, a maximum of six credits may be accepted for transfer. A grade of 3.0 (B) is the minimum grade accepted for transfer credit.

Retention in the Program

A minimum GPA of 3.0 (B) is required for the 30 credits of required courses. For the degree, students may choose between two tracks: the general biology track (A) and the biotechnology track (B).

Students in the traditional track may choose between a research-based thesis option or a non-thesis option. For those students who will pursue a research-based option in the traditional track, six credits may be allocated to thesis research (BIO 799). In the general biology track, 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 advisor. Non-thesis students will select a three-member examination committee, who will administer an exit examination based upon the coursework undertaken during the degree program.

In the biotechnology track, the coursework that constitutes the 30 credits includes BIO 603, BIO 706, BIO 708, BIO 743, BIO 751, BIO 799, and BIO 894. BIO 894 (Internship in Biotechnology) is designed to place the student in a biotechnology laboratory where he/she will apply the principles acquired in the academic curriculum to a research project. A thesis is required of all students in the biotechnology track.

By the end of the first year, all students must provide evidence of proficiency in scientific writing and communication, computer skills, and statistics.
BIO 708 Molecular Biology and Biotechnology Laboratory 3 credits
BIO 740 Advanced Microscopy 3 credits
BIO/ESC Cellular Toxicology 3 credits
BIO 743
BIO 751 Molecular Genetics 3 credits
BIO 799 Thesis Research 4 credits
BIO 891-894 Independent Study 8 credits
NOTE: There are no electives in the Biotechnology Track.

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 3 hours, 3 credits
(Also MTH 704)
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 706 Introduction to Biotechnology 3 hours, 3 credits
This course covers the entire spectrum, from the fundamentals of molecular and cell biology, via an overview of standard methods and technologies, the application of the various “-omics”, and the development of novel drug targets, right up to the significance of system biology in biotechnology. The course is completed by an introduction to industrial biotechnology as well as topics on company foundation, patent law and marketing. Note: it is recommended that students complete BIO 312 (Genetics) and BIO 325 (Diagnostic Molecular Biology) or BIO 327 (Molecular Biology) or equivalent courses prior to enrolling.
Prerequisite: Admission to the Biology MS Program

BIO 708 Molecular Biology and Biotechnology Laboratory 6 laboratory hours, 3 credits
Methods in the genetic engineering including gene cloning, recombinant protein expression, isolation and analysis of nucleic acids (RNA and DNA); introduction to bioinformatic analysis; DNA sequencing and sequence analysis; gene expression profile analysis.
Prerequisite: BIO 706

BIO 710 Advanced Topics in Gene Regulatory Systems 2 lecture hours, 2 laboratory hours; 4 credits
The course explores the structure, function and evolution of gene regulatory systems, with particular emphasis in transcriptional and developmental gene regulatory networks. The computer lab component includes the use of genomic tools that facilitate the study of gene regulatory networks.

BIO 720 Entomology 3 lecture hours, 3 laboratory hours; 4 credits
A comprehensive introduction to entomology. Lectures will introduce insect structure and behavior with emphasis on (1) adaptations for locomotion, (2) ecology and reproductive behavior, (3) physiological processes, (4) insect-generated sound and its function, (5) migration and distribution, (6) developmental and metamorphic stages. Laboratory sessions will involve dissection of preserved and fresh specimens, observation of live animals, field collection, and identification.
Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent

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.
Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent,
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 332 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 352 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 contrib-
ed to interpretation of the biological and toxicological effects of xenobiotics will be presented. Since the action of toxins is ultimately exerted at the cellular level, emphasis will be placed on the description of representative model cell systems that play an important role in the identification and assessment of potential environmental hazards. A variety of prokaryotic and eukaryotic cell systems are currently in use for the study of different toxic effects including cytotoxicity, genotoxicity, and mutagenesis.

Prerequisites: CHM 256 and BIO 314 and BIO 352 or equivalent

BIO 744 Laboratory Methods in Cell Biology
6 laboratory hours; 3 credits
Use of current cell biology techniques available. Techniques will include subcellular fractionation, polyacrylamide gel electrophoresis, immunoblot techniques, polymerase chain reaction, and in situ hybridization. Use of confocal laser scanning and electron microscopes will be included.

Prerequisite: BIO 352 or equivalent

BIO 750 Laboratory Methods in Molecular Genetics
6 laboratory hours; 3 credits
Techniques needed to form, recover, and analyze recombinant DNA will be performed. Southern analysis and PCR will also be included.

Prerequisites: BIO 312 and BIO 352 or equivalent

BIO 751 Molecular Genetics
4 hours; 4 credits
Topics will include nucleic acid and chromosome structure, transcription, translation, protein localization, and regulation of gene expression, DNA replication and repair, biotechnology, signal transduction, regulation of the cell cycle, and oncogenes. Both prokaryotic and eukaryotic systems will be discussed.

Prerequisites: BIO 312 and BIO 352 or equivalent

BIO 760 Introduction to Bioinformatics and Genomics
4 hours; 4 credits
Introduction to the representation and analysis of biological sequence and structural information. Description and use of nucleic acid, protein, structure, sequence motif, genome, literature, and other relevant databases. Overview and discussion of basic sequence manipulations and analyses including sequence assembly and editing, restriction and protease analysis, coding region identification, gene prediction, database searching and similarity analysis, pairwise and multiple sequence alignment, PCR primer design, phylogenetic analyses, protein structure and property prediction, RNA structure prediction, and microarray analyses. Course format includes lectures and sequence analysis exercises.

Prerequisite: BIO 312 or equivalent. Recommended: BIO 370 or BIO 352 or equivalent and BIO 751 or equivalent. Not open to students who have taken BIO 326

BIO 761 Mathematical Models in Biology
3 lecture hours, 3 laboratory hours; 4 credits

Prerequisites: MTH 230 or equivalent plus at least one advanced course in biology (300 level or above)

BIO 771 Principles of Epidemiology
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.

### Advanced Certificate in Business Analytics of Large-Scale Data

School of Business, Building 3N, Room 219  
Dean, Susan Holak, BS, MPhil, PhD  
Program Coordinator: Professor Jonathan Peters  
Building 3N, Room 207  
Telephone: 718.982.2963  
Email: jonathan.peters@csi.cuny.edu

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

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

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

### Business Analytics of Large-Scale Data  
**Admission and Continuation Requirements**

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

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

3. Two letters of recommendation.

4. Current 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 Graduate Certificate.

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

### Expected Prior Knowledge and Experience

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

### Pre-Certificate Preparation and Preparation Course

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

### Continuation Requirements and Award of Certificate

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

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

Business Analytics of Large-Scale Data Certificate Requirements

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

Business Data Analytics Courses

BDA 651 Computational and Statistical Methods for Business and Economics
3 hours; 3 credits
This course prepares students to move into more advanced computation classes in Business and Economics and provides them with the skills to advance in quantitative analysis courses. Topics include descriptive statistics, statistical inference, computational methods for business applications, statistical programming, variable creation and database development. Course projects will use one or more of the following computational languages such as R, SAS, Matlab and/or Stata.

BDA 761 Big Data Management in a Supercomputing Environment
3 hours; 3 credits
Students will be introduced to the methods of supercomputing and systems. The course will provide direct experience with large-scale data sets in order for students to gain an understanding of the challenges and limitations of large-scale data formats. Upon course completion, students will be able to handle data in various formats in a supercomputing environment to perform a range of computational techniques including sorting, summarizing, tabulating and outputting data in various formats.
Prerequisite: BDA 651

BDA 762 Analysis Techniques for Large-Scale Data - Spatial and Statistical Techniques
3 hours; 3 credits
This course offers students the opportunity to use spatial, statistical, and some data mining techniques to analyze large-scale data. This includes graphing and summarizing spatial data, detecting for spatial relationship, estimating the spatial relationship and implementing spatial prediction. In addition to spatial techniques, students will also learn other computation methods for large-scale data such as Geographic Information Systems, Cluster Analysis and Factor Analysis. Direct applications of public sources of multiple large-scale data sets and geospatial data will be explored.
Prerequisite: BDA 761

BDA 763 Forecasting for Managers and Researchers
3 hours; 3 credits
This course explores the methods, tools, and techniques that can be used for forecasting various economic and quantitative variables. Students will be exposed to and use established techniques of data analysis to project individual data series. Students will use established techniques of data analysis to project individual data series. This course will explore national and international economic trends over the short and long terms as well as perform business sales analysis for an individual firm and product.

BDA 764 Research Project in Large-Scale Data
3 hours; 3 credits
Students will develop a significant research project that will examine a large-scale data source and use analytical methods to address different research issues. Utilizing the computational resources of the CUNY High Performance Computing Center, students can develop a research project that is based on new and existing large-scale data sources. Projects will be focused on student’s field of specialization and may focus in areas of marketing, finance, economics, data security and other disciplines.
Prerequisites: BDA 763

BDA 765 Seminar in Big Data - Current Topics
3 hours; 3 credits
This course will explore current and emerging topics in big data analysis and the potential to develop additional computational and statistical methods for large-scale data. Industry and academic leaders in the field will be invited to lecture on various topics and additional topics will be covered by recent academic publications on current methods.

Master of Science in Business Management (MS)

School of Business, Building 3N, Room 235
Dean, Susan Holak, BS, MPhil, PhD
Program Coordinator: Associate Professor Deepa Aravind
Building 3N, Room 202
Telephone: 718.982.2963
Email: deepa.aravind@csi.cuny.edu

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

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

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

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

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

**Business Management Admission Requirements**

The program admits students for the fall 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 may be 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.

- The Admission Committee may request an interview

**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. Students may choose either the Strategic Management Track or the Large-Scale Data Analysis Track in order to complete the Master of Science in Business Management.
A. Strategic Management Track

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

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

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

Electives: Select two courses from the following list.
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
FNC 740 Financial Planning
MKT 730 Services Marketing and Management
MKT 740 Business-to-Business Marketing
MGT 790 Seminar in Contemporary Business Topics (including topics in Information Systems, Internet Marketing, Entrepreneurship, etc.)
BDA 651 Computational and Statistical Methods for the Business and Economics
BDA 761 Big Data Management in a Supercomputing Environment
BDA 762 Analysis Techniques for Large-Scale Data - Spatial and Statistical Techniques
BDA 763 Forecasting for Managers and Researchers
BDA 764 Research Project in Large-Scale Data
BDA 765 Seminar in Big Data - Current Topics

B. Large-Scale Data Analysis Track

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

Core Course
MGT 600 The Administrative Process
MGT 605 Business, Government, and Society
MKT 600 Strategic Marketing Management
BDA 763 Forecasting for Managers and Researchers

Advanced Courses
BDA 761 Big Data Management in a Supercomputing Environment
BDA 764 Research Project in Large-Scale Data
MGT 720 Global Business Strategy Aboard: Focusing on a Foreign-Based Firm
MGT 770 Managerial Decision Making and Applications

Business Data Analytics Courses
BDA 762 Analysis Techniques for Large-Scale Data - Spatial and Statistical Techniques
BDA 765 Seminar in Big Data - Current Topics

Business Management Courses

ACC 600 Introduction to Financial and Managerial Accounting
3 hours; 3 credits
This course prepares students to work with financial statements and other accounting information. Topics include introduction to the accounting system, understanding how key accounting alternatives can influence interpretation of financial information, and identification and analysis of key disclosures. Coverage of managerial accounting includes analysis of variable and fixed costs, period costs, product costs, investment decisions, and budget preparation.

ACC 725 Forensic Accounting
3 hours; 3 credits
The development of advanced accounting research techniques used in the detection, investigation and prevention of fraud. Separate topics include forms of fraud, methods of fraud detection, risk assessment, legal and ethical requirements, advanced techniques and case studies. The course teaches forensic methods that are beyond the scope of traditional accounting principles used in determining the risk, detection and prevention of fraud.
Prerequisites: 20 credits in Accounting
ACC 730  Accounting/Management Information Systems
3 hours; 3 credits
This course covers requirements of corporate accounting for managerial and external use and the system design methods to satisfy these needs. The integration of accounting information systems with corporate operational systems and with the systems of vendors and customers is a major focus. Other topics include integrity, security, and accuracy of the information processed.
Prerequisite: ACC 600 or undergraduate credits in Accounting

ACC 740  Tax Strategies and Business Decisions
3 hours; 3 credits
This course examines timely topics in tax at an advanced level. Particular emphasis is placed on tax strategy and planning, as well as compliance and procedural considerations. Students will be required to read scholarly articles and official pronouncements on current issues and developments. Research papers and oral presentations on timely topics are required.
Prerequisite: ACC 600 or undergraduate credits in Accounting

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

ACC 750  Accounting Research Course
3 hours; 3 credits
The principal focus of the course is on the discussion and analysis of accounting for state and local governments and other not-for-profit institutions such as universities, hospitals, and voluntary health and welfare organizations. Topics discussed will include budgetary accounting, fund accounting, account groups and financial statements.
Prerequisite: ACC 600

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 manage-
ment, capital budgeting, present value concepts, the cost of capital, mergers/acquisitions, and new ventures. Material related to for-profit, not-for-profit, and global environments is presented.

FNC 730  Financial Statement Analysis
3 hours; 3 credits
Income statements, balance sheets, and statements of cash flows will be studied from the point of view of financial managers. Ratio analysis, such as profitability, liquidity, debt, asset utilization, and market value ratios will be discussed. Cross-sectional and time series analysis of financial metrics will be examined. The focus of this course will not be the construction of financial statements; instead, we will try to understand the value of a firm.
Prerequisites: FNC 600, ACC 600 or undergraduate credits in Accounting

FNC 740  Financial Planning
3 hours; 3 credits
This course will cover topics in budgeting, investments, income tax planning, insurance, retirement planning, and estate tax and trusts from the perspective of the individual.
Prerequisite: FNC 600

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

MGT 605  Business, Government, and Society
3 hours; 3 credits
This course proposes to: (1) examine the roles and responsibilities of business in today's complex global economy, including the interests of various stakeholders; explores social, legislative, regulatory, and judicial processes as expressed in public policy and the options open to business management in anticipating and responding to these forces; (2) integrate concepts of ethical behavior with corporate responsibility; and (3) examine managerial values and corporate culture and the resulting corporate governance as driving forces in the modern business organization. Particular focus on the differences between policy formation in the U.S. as compared to other nations.

MGT 710  Leadership and Organizational Effectiveness
3 hours; 3 credits
A systematic analytical approach to understanding, predicting, and controlling human behavior in organizations is presented in this course. Special consideration is given to the relationship of the individual and the organization, groups and the organization, and organizational development. The course is presented within the framework of providing leadership for the organization and its employees.
Prerequisites: MGT 600, MGT 605

**MGT 720 Global Business Strategy**  
3 hours; 3 credits  
This course introduces students to the key issues involved in developing long-term global strategy for organizations. Major topics include analysis of the organization’s internal and external environments and planning strategy at the corporate, business, and functional levels. Consideration will be given to strategic planning for international and non-profit organizations. Case studies will be used to develop an understanding of top management’s role in all phases of global strategy formulation management.

Prerequisites: MGT 600, MGT 605

**MGT 730 Strategic Human Resource Management**  
3 hours; 3 credits  
The course addresses the functions of a human resource manager, with emphasis placed upon the technical, analytical, and legal skills required for effective job performance. Special topics include: recruiting, selecting, training and development, performance appraisal, components of compensation, and compliance with legal mandates.

Prerequisites: MGT 600, MGT 605

**MGT 770 Managerial Decision Making and Applications**  
3 hours; 3 credits  
This capstone course requires the application of all business education. It is an integrative course that places students in the role of top/middle management facing the myriad decisions involved with running a business. The heart of the course is participation in a computer-based business simulation. The emphasis is on team interpersonal dynamics, use of financial statements, and decision making skills in business situations that involve the organization as a whole.

Prerequisites: MGT 600, MGT 605, MGT 720

Corequisite: MGT 720

**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: MGT 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: MGT 600

### Business Data Analytics Courses

**BDA 651 Computational and Statistical Methods for Business and Economics**  
3 hours; 3 credits  
This course prepares students to move into more advanced computation classes in Business and Economics and provides them with the skills to advance in quantitative analysis courses. Topics include descriptive statistics, statistical inference, computational methods for business applications, statistical programming, variable creation and database development. Course projects will use one or more of the following computational languages such as R, SAS, Matlab and/or Stata.

**BDA 761 Big Data Management in a Supercomputing Environment**  
3 hours; 3 credits  
Students will be introduced to the methods of supercomputing and systems. The course will provide direct experience with large-scale data sets in order for students to gain an understanding of the challenges and limitations of large-scale data formats. Upon course completion, students will be able to handle data in various formats in a supercomputing environment to perform a range of computational techniques including sorting, summarizing, tabulating and outputting data in various formats.

Prerequisite: BDA 651
BDA 762  Analysis Techniques for Large-Scale Data - Spatial and Statistical Techniques
3 hours; 3 credits
This course offers students the opportunity to use spatial, statistical, and some data mining techniques to analyze large-scale data. This includes graphing and summarizing spatial data, detecting for spatial relationship, estimating the spatial relationship and implementing spatial prediction. In addition to spatial techniques, students will also learn other computation methods for large-scale data such as Geographic Information Systems, Cluster Analysis and Factor Analysis. Direct applications of public sources of multiple large-scale data sets and geospatial data will be explored. 
Prerequisite:  BDA 761

BDA 763  Forecasting for Managers and Researchers
3 hours; 3 credits
This course explores the methods, tools, and techniques that can be used for forecasting various economic and quantitative variables. Students will be exposed to and use established techniques of data analysis to project individual data series. Students will use established techniques of data analysis to project individual data series. This course will explore national and international economic trends over the short and long terms as well as perform business sales analysis for an individual firm and product.

BDA 764  Research Project in Large-Scale Data
3 hours; 3 credits
Students will develop a significant research project that will examine a large-scale data source and use analytical methods to address different research issues. Utilizing the computational resources of the CUNY High Performance Computing Center, students can develop a research project that is based on new and existing large-scale data sources. Projects will be focused on student's field of specialization and may focus in areas of marketing, finance, economics, data security and other disciplines. 
Prerequisites:  BDA 763

BDA 765  Seminar in Big Data - Current Topics
3 hours; 3 credits
This course will explore current and emerging topics in big data analysis and the potential to develop additional computational and statistical methods for large-scale data. Industry and academic leaders in the field will be invited to lecture on various topics and additional topics will be covered by recent academic publications on current methods.

Master of Arts in Cinema and Media Studies (MA)

Program Coordinator: Assistant Professor Jillian Baez
Center for the Arts 1P, Room 232C
Email: cinemamasters@csi.cuny.edu
Telephone:  718.982.2143

(See section Graduate Courses in Selected Disciplines for cinema and media studies courses for teachers.)

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 and markedly international student body thus has direct access to New York City's extraordinary media archives, museums, theaters, galleries, and libraries, enriching and extending what is learned in the classroom.

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 members of 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 Bachelor of Arts 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 10- 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:

CMC 700  History of Media
CMC 705  Film and Media Research Analysis
CMC 710  Studies in Film and Media Theory

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 advisor. Graduate independent study in film or media 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 Analysis) 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. All CMC 894 Independent Study credits are subject to approval by the graduate coordinator and/or department chair.
   The student should undertake the thesis proposal under the supervision of the faculty member. The student's selection of a thesis advisor is subject to approval by the departmental graduate studies program committee.
2. Each candidate must submit a comprehensive proposal to the departmental 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 departmental graduate studies coordinator.
3. Each candidate must suggest a thesis committee comprised of three members of the full-time faculty of the Department of Media Culture; composition of the committee is subject to approval by the departmental graduate studies program committee. The faculty advisor acts as the chair of the thesis committee and 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 to meet with the candidate at any time during the process.
4. A copy of the completed thesis is submitted to each member of the thesis committee. Successful completion of the MA thesis requires the approval of all thesis committee members, who will sign the signature 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 theses are available for consultation in the CSI Library and through interlibrary loan. The student will submit a third copy to the Department of Media Culture.

**Option B: A Production Thesis (Original Film/Media Work or Feature-Length Screenplay)**

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

**Production Thesis Guidelines**

1. A film or video production thesis, whether undertaken in the fictional, nonfictional, or experimental genres, should run 20 to 45 minutes in length when complete. Alternatively, the thesis may consist of a feature-length screenplay. Ideally, the thesis project should emerge from the candidate’s prior coursework in production, including screenwriting courses. Production thesis candidates should expect to be proficient technically, having fully developed the appropriate range of production and post-production skills before undertaking the thesis itself. For the screenplay option, candidates should demonstrate a deep grasp of the basic principles and narrative strategies of screenwriting. 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. If the production thesis will take the form of a finished film or video, the proposal should contain, at minimum, a description of the project, a specific timeline for the stages of production and post-production, and an account of the research un-
dertaken for the project’s development, where appropriate, including a bibliography of consulted sources. If the production thesis will take the form of a screenplay, the proposal should contain a detailed treatment of the proposed final screenplay. The student should plan to prepare the thesis proposal with faculty supervision through CMC 894 (Independent Study). All CMC 894 Independent Study credits are subject to approval by the departmental graduate coordinator and/or department chair.

3. The candidate must suggest a thesis committee comprised of three members of the full-time faculty of the Department of Media Culture. The composition of this committee is subject to approval by the departmental graduate studies program committee. The chair of the committee directs and monitors the stages of thesis production through CMC 799 (Thesis Research), which may be repeated once for credit (maximum 8 credits). For a film/media project, before completion of the production 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 possible 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 revisions and improvements before the thesis can be completed. For a feature length screenplay, the candidate must submit a draft script for review before moving onto writing the final script. A copy of the completed thesis in the form of a DVD or VHS dub is to be submitted to each member of the thesis committee. Successful completion of the MA production thesis requires the approval of all thesis committee members.

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

1. Film and Media History: this section includes the following subject areas: periods, genres, authorship, international cinema, and media practices.
2. Film and Media Theory: this section includes critical and theoretical writings on cinema and media, including such theoretical models as formalism, semiotics, psychoanalysis, gender and feminism, and cultural studies approaches.
3. Each section will comprise two questions. Students must answer one question in essay form from each section.
4. The examination will be taken only upon completion of coursework. It will be given once a year, in May. Applications to take the examination must be made no later than March 15 of the year the examination is to be taken.
5. The questions on the examination will take into account the specific areas of knowledge covered in the required core seminars and selected elective courses. Selected bibliography as well as a list of media works will be made available to the students once the department receives notice of application for the exam. Answers to the questions should each be ten double-spaced, typed pages minimum. Completed examinations will be due ten days after issuance.
6. A failed examination can be retaken the following year provided that the student retakes CMC 700, CMC 710, or other appropriate coursework approved by the departmental graduate coordinator. If the student fails in both attempts, the student will not be able to complete the degree program.

The complete examination will be read by members of the graduate Cinema and Media Studies faculty who may request a meeting with the candidate to discuss it. When the faculty approves the examination, it will be retained in the Department files, although the candidate may retain a copy.

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

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

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. This course may be repeated for credit with permission of the instructor of graduate coordinator.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all candidates for the MA degree in Cinema and Media Studies
Students are encouraged to enroll in the class during their first semester.

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. This course may be repeated for credit with permission of the instructor and graduate coordinator.

Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all matriculated candidates for the MA degree in Cinema and Media Studies

CMC 705      Film and Media Research Analysis
4 hours; 4 credits
This course provides an overview of methodological research practices for film and the other media arts. Research skills and tools are developed in order to prepare for the master's written thesis, media production thesis, or for the examination. This course may be repeated for credit with permission of the instructor of graduate coordinator.

Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all candidates for the MA degree in Cinema and Media Studies

Students are encouraged to enroll in the class during their first semester.

CMC 706      Digital Media and Culture: A Critical Perspective
4 hours; 4 credits
A critical analysis of digital media focusing on the relationship between technology, society and culture. The primary objective of this course is to historicize and theorize processes and practices of digitization, interactivity and surveillance. We will start with an overview of theoretical debates on social and cultural impact of technology, and will proceed to explore digital media and culture in three parts: 1) Political and Economic Dimensions: new forms of culture and entertainment, changes in existing production, distribution and consumption patterns, issues of copyright and intellectual property, collection of personal information and surveillance; 2) Self and Identity: new forms or expressions of self and identity, shifting notions of the body, new forms of personal information; 3) Social Life and Culture: surveillance, online communities, social networking sites, mobile technology, Web 2.0, digital journalism, interactivity, politics and globalization.

Prerequisites: Matriculation in the graduate Cinema and Media Studies program or permission of the instructor

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 formats. 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
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
   - CS126
   - CS220
   - Computers and Programming
   - CS228
   - Discrete Mathematics
   - CS326
   - Information Structures
   - CS330
   - Object-Oriented Software Design
   - CS346
   - Switching Theory
   - CSC 632 or MTH 230 or MTH 231, and/or MTH 232, MTH 233, or MTH 235, MTH 236
   - Calculus
   - MTH 311
   - Probability
   - MTH 338 or its equivalent.

See the CSI Undergraduate Catalog for descriptions of these courses.

1. Students who satisfy the requirements listed above but who are missing CSC 632 (Operating Systems Design) 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 Design)
2. 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.

Master of Science in Computer Science (MS)

Program Coordinator: Professor Shuqun Zhang
Building 1N, Room 210
Email: shuqun.zhang@csi.cuny.edu
Telephone: 718.982.3178
Website: 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
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
   or
   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  Telecommunication 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 704  Special Topics Course: Technology-Infused Curriculum Development and Instruction

4 hours; 4 credits
This course will explore many aspects of infusing technology into curriculum development and instruction. Designed for veteran practitioners in the Teachers on Sabbatical Program, course participants will be exposed to technology relevant to instruction, including web development tools, educational support systems, software, mobile robots, podcasting, and Smart Board technology. Incorporation of technology in classroom enhancement, particularly with respect to differentiated instruction and fostering positive student outcomes, will be emphasized. Participants will be expected to redesign or create curriculum using enhancements presented in class.

CSC 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 CSC 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 711  An Introduction to Computational Thinking for Teachers
3 hours; 3 credits
This course is an introduction to computer science and computational thinking, and their classroom applications. Students will learn to use application tools in the content areas such as SCRATCH and App Inventor. The course will look at the definition and differences between the concepts of computational thinking, computer science, and educational technology, along with current trends in computer science education. Students will be required to complete hands-on projects in various computer science education platforms. NOTE: Not open to students who successfully completed CSC 704. Computer Science MS students cannot take this course to fulfill program requirements.
Prerequisite: Enrolled in an Education Graduate program.

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

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: multithreading, real-time scheduling, synchronization, and concurrency; interaction of concurrent processes; network management and computer security; protection, remote procedure calls, transactions, shared memory, message passing, and scalability; other selected topics in state-of-the-art operating systems.
Prerequisite: 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; computer implementation of digital signal processors. Discrete Fourier Transform, FFT parallel processing of discrete operation. Morphological signal processing. Prerequisite: CSC 755

CSC 748  Quantitative Analysis of Computer Architecture
3 hours; 3 credits
An advanced course in computer architecture covering a variety of classical computer architecture topics with heavy emphasis on the quantitative approach to analyzing computer architecture and evaluating design tradeoffs. Prerequisite: CSC 740 or strong undergraduate course in computer architecture.

CSC 750  Computer-aided Analysis and Design
3 hours; 3 credits

CSC 752  Management Information Systems
3 hours; 3 credits
The role of computers in management information systems. Analysis of information requirements, design approaches, processing methods, data management control of operations. Planning and control systems; analytical and simulation models of decision making. Economics of information, implementation of integrated systems, organizational social implications of information technology.

CSC 754  Topics in System Simulation
3 hours; 3 credits
Techniques for the simulation of complex systems; simulation of computer systems. Statistical issues in simulation. Simulation methodology. Survey of simulation languages.

CSC 755  Applied Mathematics for Computer Science
(Also MTH 626)
3 hours; 3 credits
Selected topics in mathematics and mathematical system areas that are essential for advanced studies in computer science. Topics are drawn from probability, statistics, queuing theory, numerical analysis, universal algebra, mathematical logic, general systems theory, and cybernetics.

CSC 756  Network Security
3 hours; 3 credits
CSC 757  Telecommunication Networks
3 hours; 3 credits
Motivations and objectives of computer networks; overview of layered architecture and the ISO Reference Model; network functions, circuit-switching and packet-switching; physical level protocols; data link protocols including HDLC and multi-access link control. Network control, transport, and session protocols including routing flow control; end-to-end communication and inter-networking. Presentation layer protocols including virtual terminal and file transfer protocols, cryptography, and text compression. Specific examples and standards will be cited throughout the course for point-to-point, satellite, packet radio, and local networks.
Prerequisite: CSC 740

CSC 758  Media Transmission and Characteristics
2 hours lecture and one hour conference; 3 credits
Basic requirements of transmission media, fiber-optic medium, typical attenuation and dispersion characteristics, mathematical treatment of the fiber medium. The copper medium, twisted wire pair, coaxial media, premises distribution system, role of new cables for high-speed digital systems, mathematical treatment of the copper medium. Limits of copper-based telecommunication systems. Role of fiber and coaxial system, characterization, and limitations.
Prerequisite: CSC 740 or CSC 757

CSC 759  Graduate Research Laboratory
3 hours; 3 credits
Students will choose a research topic in Computer Science and select two journal papers on the topic; the articles must be approved by the instructor. Students will write a seminar paper explaining and reviewing the research reported on from the journal papers and present the research topic to the entire seminar. All students will be required to write a short summary of each presentation.

CSC 760  High-speed LAN and WAN
3 hours; 3 credits
LAN topologies and access methods, medium access protocols, high-speed LANs, wireless LANs, analysis and efficiency of LAN protocols. Protocol basics, error control methods, flow control, WAN, circuit and packet switching, routing, congestion control, Internet protocols.

CSC 762  Fundamentals of Wireless Communications
(Also ENS 762)
3 hours; 3 credits

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

CSC 766  Broadband and SONET Networks
(Also ENS 766)
3 hours; 3 credits
Consideration of the principles, concepts, protocol, and interfaces for most broadband networks around the globe; principles and concepts are stressed and protocols and interfaces are discussed. The evolution of the broadband ISDN and SONET.
Courses offered at the CUNY Graduate School and University Center may be taken by advanced graduate students by special arrangement.

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 fundamentals of parallel computing, parallel computer architectures, performance, communication, decomposition techniques for parallel algorithms, parallel programming models such as Open MP and MPI models, analytical modeling of parallel programs, algorithms and languages. Appropriate examples of existing or proposed parallel architectures will be surveyed as well as recent advances in parallel algorithms for scientific computing. Specific parallel algorithms for solving scientific problems and their implementation on parallel machines related to numerical analysis, scientific applications, runtime environments, performance analysis will be discussed. To enroll in this course, students must have knowledge in organization and processing of various types of information structures, storage allocation, sorting, and searching techniques.
Prerequisites: Permission of the Graduate Coordinator
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 school 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 credits in a liberal arts and sciences concentration, at least six credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 3.0. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

For Sequence 2, candidates must possess a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, at least six approved credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 3.0. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.
For both sequences, applicants whose GPAs fall below the required minimums may submit a letter of appeal to the admissions committee; however, such appeals will be granted only under extraordinary circumstances. Applicants appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts and science courses, as prescribed by the program coordinator, in which they must earn grades no lower than 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 from 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.

**Sequence 1: (33-38 credits)**

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

- EDD 611 Advanced Educational Psychology
- EDD 612 Sociocultural Development
- EDD 613 Developmental Psychology
- 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
- EDD 691 Perspectives on Managing Diverse Learning Settings

**Area 2: Social Foundations of Education (3-4 credits)**

- EDD 606 History of Urban Education in the United States
- EDD 616 Comparative and International Education
- EDD 624 Multicultural Foundations of Bilingual Education

**Area 3: Literacy (3-4 credits)**

- EDE 605 Language, Culture, and Literacy Development
- EDE 612 Literacy Assessment: Understanding Struggling Readers and Writers for Teachers
- EDE 611 Effective Literacy Instruction at the Elementary School Level
- EDE 614 Literacy Coaching and Staff Development
- EDE 615 Special Topics in Literacy
- EDE 650 Advanced Studies in Reading
- EDE 651 Integrated Strategies for Underachieving Readers
- EDE 652 Children's Literature

**Area 4: Mathematics (3-4 credits)**

- EDD/ MTH 627 Mathematics Topics
- EDE 640 Advanced Mathematics Education for Elementary School Teachers Grades 3-6
- EDE 642 Advanced Mathematics for Elementary School Teachers Grades 1-2
- EDE 643 Mathematics Curriculum in the Elementary School
- EDE 644 Mathematics Pedagogy in the Elementary School
- EDE 645 Patterns in Mathematics
- EDE 646 Issues in Mathematics Education

**Area 5: Science (3-4 credits)**

- ESC 602 Environmental Science for Elementary School Teachers
- EDE 630 Advanced Science Education for Elementary School Teachers, Grades 3-6
- EDE 631 Advanced Science Education for Elementary School Teachers, Grades 1-2
- EDE 680 Science Curriculum in the Elementary School
- EDE 681 Science Experiment Design for the Elementary School
- EDE 682 Children's Naive Theories and Misconceptions In Science
- EDE 683 Modern Physics For Elementary School Teachers
- EDE 684 Big Ideas of Science

**Area 6: Social Studies Education (3-4 credits)**

- EDD 620 The Teacher and Curriculum Improvement
- EDD 628 Philosophy and Children
- EDD 626/ HST 626 Historical Themes and Interpretations
- EDE 620 Advanced Social Studies Education for
Elementary School Teachers

EDE 671 Thematic Content Knowledge in the Elementary Social Studies
EDE 672 Social Studies Issues through Literature and Music
EDE 673 Enrichment of the Social Studies Curriculum and Pedagogy Through Technology
EDE 674 Problem-Based Learning Strategies for the Elementary Social Studies

Area 7: Elective (6-8 credits)
In consultation with the Graduate Coordinator students will choose two courses to satisfy this area.

Area 8: Education Project (6 credits)
EDD 630 Educational Seminar I
EDD 631 Educational Seminar II

Total Credits for Sequence 1: 32-38

Sequence 2: (45-49 credits)
1. Core Courses 18 credits
   EDD 602 Studies in Urban and Metropolitan Education
   EDD 609 Child Cognitive Development and Learning
   EDE 601 Teaching and Learning Social Studies in Elementary Education
   EDE 602 Teaching and Learning Reading in Elementary Education
   EDE 603 Teaching and Learning Mathematics in Elementary Education
   EDE 604 Teaching and Learning Science in Elementary Education

2. Advanced Courses 18-19 credits
   Education of Students with Special Needs
   EDP 660 Teaching Students with Special Needs in the General Education Classroom

   Foundations of Education: One course from the following:
   EDD 606 History of Urban Education in the United States
   EDD 611 Advanced Educational Psychology
   EDD 612 Sociocultural Development
   EDD 613 Developmental Psychology
   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 for Elementary School Teachers, Grades 3-6
   EDE 642 Advanced Mathematics Education for Elementary School Teachers, 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 United States Constitution

   Group B:
   EDC 600 Contemporary Curriculum in Early Childhood Education
   EDD 620 The Teacher and Curriculum Improvement
   EDD 642 New Media of Instruction
   EDE 620 Advanced Social Studies Education for Elementary School Teachers
   EDE 630 Advanced Science Education for Elementary School Teachers, Grades 3-6
   EDE 631 Advanced Science Education for Elementary School Teachers, 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 in Elementary Education (2 credits)
   and
   EDE 609 Teaching Practicum II in Elementary Education (1 credit), or
   EDE 610 Student Teaching in Elementary Education (6 credits)

4. Capstone Sequence: Inquiry in Education 6 credits
   EDD 630 Educational Seminar I
   EDD 631 Educational Seminar II

Total Credits for Sequence II: 45-49

Master of Science in Adolescence Education (MSEd)
Program Administrator: Diana Brescia
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Adolescence Education Admission Requirements

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

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

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

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

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

- 27-32 credits

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

- Social Foundations of Education: One course from the following:
  - EDD 606 History of Urban Education in the United States
  - EDD 616 Comparative and International Education
  - EDD 624 Multicultural Foundations of Bilingual Education
  - 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 6 credits
   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
   EDD 611 Advanced Educational Psychology
   EDD 615 Developmental Psychology: Adolescence
   EDD 616 Comparative and International Education
   EDD 643 Sociology of Schools
   Disciplines and Pedagogy: 18-22 credits
   EDS 654 Reading in the Content Areas
   One course from the following:
   EDS 691 Advanced Studies in Teaching Secondary School Social Studies
   EDS 692 Advanced Studies in Teaching Secondary School English
   EDS 693 Advanced Studies in Teaching Secondary School Mathematics
   EDS 694 Advanced Studies in Teaching Secondary School Science
   Four courses from the following:
   Content area courses in either biology, English, history, or mathematics

   EDD 642 New Media of Instruction

3. Field-based Courses: One of the following alternatives: 3-6 credits
   EDS 609 Teaching Practicum I (2 credits)
   EDS 610 Teaching Practicum II (1 credit)
   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)
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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). The candidate must also take the Gen-
eral Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

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

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

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

**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 Psychological Foundations of Special 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 Research in Special Education
   - EDP 675 Issues in Bilingualism in Special Education and Inclusive Classrooms
   - EDP 685 Perspectives on Normalization and Integration in Special Education
   - EDP 701 ASD/ Autism Spectrum Disorders: Contemporary Issues
   - EDP 702 Methods for Individuals with Autism Spectrum Disorders (ASD) – Part 1
   - EDP 703 Methods for Individuals with Autism Spectrum Disorders (ASD) – Part 2 (Advanced Topics)
   - EDP 704 Contemporary Approaches to Assessment and Intervention of Speech, Language, and Communication Development in Individuals with Autism Spectrum Disorders

2. **Elective Courses:** One course from the following:
   - EDD 620 The Teacher and Curriculum Improvement
   - EDD 625 Reading: Advanced Instructional Methods
   - EDD 627 Assessment for Instruction in Special Education and Inclusive Classrooms
   - EDE 600 Research in Special Education
   - 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

**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 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 I in Special Education
AND
EDP 632 Teaching Practicum II 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 certificate must be submitted when it is received from the New York State Department of Education. Candidates must have a baccalaureate degree. Each candidate must have completed 36 credits in liberal arts and science concentration and one year of college-level foreign language or the equivalent. The overall grade point average (GPA) must be 3.0 (B) or above. According to New York State Department of Education (2010) special education requirements, each student must have completed two approved courses or a minimum of six credits in each of the following areas: Laboratory Science; History; English; and Mathematics. Each of these courses must be completed with a grade of 3.0 (B) or better. The candidate must also take the General Test of the Graduate Record Examination (GRE) or an approved equivalent examination and request the submission of official scores to the College. The CSI Code is 2778. Applicants should apply directly to the Educational Testing Service (ETS) to take the examination.

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

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

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 30 credits
EDP 610 Psychological Foundations of Special 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
EDP 642 Research Project in Special Education
or
EDD 631 Educational Seminar II
EDP 645 Teaching English Language Arts and Social Studies to Adolescent Students with Special Needs
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
Master of Science in Teaching of English to Speakers of Other Languages (TESOL) (MEd)

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

TESOL Admission Requirements

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

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

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

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

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

Track Specific Requirements

Track 1

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

Track 2

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

TESOL Non-Cert Track

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

TESOL Degree Requirements

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

TESOL Credit Distribution for Track 1 and Track 2

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<th>Track 1</th>
<th>Track 2</th>
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<tr>
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<td>EDD 624</td>
<td>Multicultural Foundations of Bilingual Education</td>
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<td>EDL 604</td>
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<td>EDD 630</td>
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<td>Educational Seminar II</td>
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<tr>
<td>EDL 607</td>
<td>TESOL Supervised Practicum</td>
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</tbody>
</table>

TESOL (Non-Cert Track) Degree Requirements

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

<table>
<thead>
<tr>
<th>TESOL Non-Cert Track Degree Requirements</th>
</tr>
</thead>
<tbody>
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<td>EDD 624</td>
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<tr>
<td>EDL 601</td>
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<tr>
<td>EDD 612</td>
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</tbody>
</table>
EDL 602  Linguistics for Teachers
EDL 603  Methods of Teaching TESOL PreK-12
EDL 604  Emergent Literacy for English Language Learners for PreK-12
EDL 605  Content Literacy for English Language Learners PreK-12
EDL 606  Assessment of Language Learners
EDP 675  Issues in Bilingualism in Special Education and Inclusive Classrooms
EED 630  Educational Seminar I
EED 631  Educational Seminar II
and
One Elective Course with a prefix of EDD, EDL, or EDP

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

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

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

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

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

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

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

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

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

Post Advanced Certificate TESOL Degree Requirements

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

TESOL Degree Requirements
21 credits
EDD 624  Multicultural Foundations of Bilingual Education
EDL 601  Bilingualism and Second Language Acquisition: Theory and Research
EDL 602  Linguistics for Teachers
EDL 603  Methods of Teaching TESOL PreK-12
EDL 604  Emergent Literacy for English Language Learners PreK-12
EDL 605  Content Literacy for English Language Learners PreK-12
EDL 607  TESOL Supervised Practicum

Post-Master’s Advanced Certificate for Leadership in Education

Program Administrator: Diane Brescia
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Faculty Advisors:
Associate Professor Ruth Powers-Silverberg
Building (3S), Room 105A; telephone: 718.982.3726
Email: ruth.silverberg@csi.cuny.edu
Professor Susan Sullivan
Building (3S), Room 218; telephone: 718.982.3744
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This certificate program is designed to prepare qualified candidates for leadership positions in schools in New York State, with an emphasis on effective leadership in urban schools. Upon successful completion of the program, students will have met the statutory requirements of the New York State Department of Education for certification as School Building Leader and School District Leader. All students move through the course of studies with a cohort.

Gainful Employment Program

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

Advanced Certificate in Leadership in Education

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. Letter of Intent
5. 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 Seminar in Leadership in Education I
EDA 729 Field Experience Seminar in Leadership in Education 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 relation 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 lead-
ernship 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 Early Childhood Education
3 hours; 3 credits
A study of comparative curriculum patterns, activities, and materials as related to young children’s growth and development.

EDC 601 Advanced Early Childhood Science and Mathematics Education
3 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 605 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.

**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.

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 (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 It's 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  Multicultural Foundations of Bilingual Education
3 hours; 3 credits
Examines culture and ethnicity through historical, sociological, and philosophical foundations and emphasizes the influence of these factors on language acquisition. Includes a minimum of twenty (20) hours community-based field experience.

EDD 625  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. Pre-requisite: 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.
Pre-requisite: Students must have completed at least 21 credits of the graduate program prior to entry, 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.
Pre-requisite: 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.
Pre-requisite: 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 introduced to a wide array of topics that relate to the embeddedness of schools in social contexts. The course will span a variety of organizational processes such as moral and technical socialization, stratification, authority, social cohesion, and knowledge organization and distribution.

EDD 691 Perspectives on Managing Diverse Learning Settings (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, comprehension in the age of new literacies, functional literacy in digital times, literacy and music, literacy and art, etc. Expert scholars and educators from the School of Education education 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. Exam-
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.

An 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.

An 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.

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.

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.

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.

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.

An 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.

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.
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 interdisciplinary role of arts in education through historical, social, and psychological analysis. Students will engage with works of arts- visual art, music, drama and dance in childhood education. The class will also include experiences on aesthetic fields, including making, presenting, responding to, and evaluating works of art within educational and cultural contexts.

Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

**EDE 664 Music Literature in Childhood Education**
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
The course analyzes particular major issues throughout the human experience through the lens of various cultures and genres of music and literature. Students will use opera, musicals, operettes, and popular music in conjunction with folktales, legends, myths, non-fiction, memoir, fiction, and journalism to discern global, political, cultural, and historic issues of the time. The examination of setting, time, place, plot, melody, lyrics, composer and costuming of a particular production deepens understanding of the historical events that influence society.

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**
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 teaming.
Prerequisite: Matriculation in Sequence I of the Graduate Elementary Education Program

EDE 682  Children's Naive 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

EDL - TESOL Courses

EDL 601  Bilingualism and Second Language Acquisition: Theory and Research
3 hours; 3 credits
This course provides candidates with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. Candidates will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing. Requires a minimum of ten (10) fieldwork hours.

EDL 602  Linguistics for Teachers
3 hours; 3 credits
This course provides an introduction to language as a system, with a particular focus on teaching English as a second language (TESOL) to students in public schools, Grades PreK-12. Requires a minimum of ten (10) fieldwork hours.

EDL 603  Methods of Teaching TESOL PreK-12
3 hours; 3 credits
An examination of the past and present approaches, methods, and techniques for teaching English as a Second Language. Requires a minimum of twenty (20) fieldwork hours.

EDL 604  Emergent Literacy for English Language Learners PreK-12
3 hours; 3 credits
Develops instructional competencies in pre-literacy and emergent approaches for students from culturally and linguistically diverse backgrounds. Connects language
development in a second language to phonemic awareness, phonics, spelling, vocabulary development, and comprehension and fluency. Examines reading/writing process and biliteracy; theory and research on literacy; and effective teaching and assessment approaches for English language learners. Requires a minimum of fifteen (15) fieldwork hours.

EDL 605  Content Literacy for English Language Learners PreK-12
3 hours; 3 credits
Focused on research-based instruction for teaching reading and writing in the content areas. Emphasizes similarities and differences between reading and writing in two or more languages, vocabulary development, reading fluency, and strategies for text comprehension. Requires a minimum of fifteen (15) fieldwork hours.
Prerequisite: EDL 604

EDL 606  Assessment of Language Learners
3 hours; 3 credits
An examination of innovative approaches to assessing language minority students and English language learners. Topics include identification, placement, monitoring of student progress, development of authentic performance-based measures, application of measurement concepts, analysis of assessment instruments, and linking assessment to instruction. Requires a minimum of twenty (20) fieldwork hours.
Prerequisite: EDD 624, EDL 601, EDL 602, EDL 603, EDL 604, EDL 605

EDL 607  TESOL Supervised Practicum
3 hours; 3 credits
In this course, candidates complete 40 days (approximately one semester) or the equivalent in supervised elementary and secondary ESL teaching experiences. Candidates work with a faculty supervisor, cooperating teachers, and school principals or designees to enhance learning for individual and groups of ELLs. Candidates meet once a week for two hours in a seminar and reflect upon their practicum experiences in terms of application of educational methodologies, concepts, theories, and philosophical perspectives studied in the TESOL program. In this way, the seminar supports candidates as they begin the process of developing their own approaches to teaching and learning and as they explore an ESL teacher’s role in developing educational environments that are safe and nurturing as well as intellectually stimulating and challenging for their students.
Prerequisites: EDD 624, EDD 612, EDL 601, EDL 602, EDL 603, EDL 604, EDL 605, EDL 606

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
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.
Prerequisites: EDP 610 and EDP 621

EDP 620 Teaching Exceptional Children with Severe and Low-Incidence Handicapping Conditions
3 hours; 3 credits
Methods, materials, and curriculum practices for teaching students with severe and low-incidence handicapping conditions. Adaptations and modifications for severely mentally retarded and emotionally disturbed persons will be discussed.
Pre- or corequisite: EDP 610 or equivalent

EDP 621 Teaching English Language Arts and Social Studies in Special Education and Inclusive Classrooms
3 hours; 3 credits
Examination of the learning and curricular needs of students with disabilities in English language arts and social studies. Emphasis is placed on students’ acquisition of a knowledge base in these content areas and on effective methods of instruction. The cultural and linguistic diversity of students with disabilities is discussed in detail. Twenty hours of fieldwork in varied educational environments provide additional experiences in teaching English language arts and social studies.
Pre- or corequisite: EDP 610 or EDP 612

**EDP 622 Classroom Management in Special Education and Inclusive Classrooms**
3 hours; 3 credits
Examination of behavioral and psychoeducational approaches as they apply to the creation of a respectful classroom environment. Techniques that increase behaviors that lead to teaching and learning that ameliorate behaviors that inhibit teaching and learning are covered in detail for populations including those with mild/moderate, severe, and multiple disabilities. Preventive techniques are emphasized for classrooms in which teachers need to accommodate students with diverse levels of functioning, as well as diverse cultural and linguistic backgrounds. Twenty hours of fieldwork in one setting help students apply the techniques reviewed during class. This course satisfies the NYC Department of Education human relations requirement.
Pre- or corequisite: EDP 610 or EDP 612

**EDP 623 Classroom Management in Special Education II: Practical Applications**
3 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 students’ reading and writing difficulties. Issues addressed include developmentally appropriate instruction, cultural and linguistic diversity, and literature-based instruction. Twenty hours of fieldwork in a variety of educational settings increase students’ knowledge of activities and techniques that enhance reading comprehension.

Pre- or corequisites: Sequence 1 students: and EDP 610 or EDP 611; Sequence 2 students: EDE 602 and EDP 612

**EDP 626 Principles of Assessment in Special Education**
3 hours; 3 credits
The course examines 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. Twenty hours of fieldwork enhance student’s experience in assessment.
Pre- or corequisite: (EDP 610 or EDP 612) and EDP 680

**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, EDP 611; EDP 621, EDP 624, EDP 626, EDP 680)

**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. 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 mentor, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. The teacher's candidate's role in developing appropriate learning environments is a focal point of this course. Prerequisite: EDP 631 and EDP 680.

EDP 633  Student Teaching in Special Education
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.

EDP 634  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. Prerequisite: EDP 640.
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 gap for students with special needs. The course consists of weekly lectures and laboratories, and a fieldwork component of 20 hours. Sequence 2 students are required to take EDM 606 and EDM 607 prior to enrolling for this course.

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 analyse 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. Twenty hours of fieldwork in a classroom enhance the students' ability to deal with bilingualism in special education and inclusive settings. Prerequisites: For Sequence 1: EDP 610 and EDP 611 and EDP 626; For Sequence 2: EDP 612 or EDP 626

EDP 680  Integrating Technology in Math and Science Instruction in Special Education and Inclusive Classrooms
2 Lecture hours; 1 Laboratory hour; 3 credits
The course examines computer applications to the math and science curricula in special education and inclusive classrooms. Introduction to a variety of strategies and instructional techniques for using educational technology in teaching concepts in science and mathematics to children with learning and behavior problems. The use and evaluation of computer software programs and Internet resources to promote children's academic progress in mathematics and science are explored. Twenty hours of fieldwork in a classroom enhance the students' ability to integrate technology into their lessons. Prerequisite: For Sequence 1: EDP 610 and EDP 611. For Sequence 2: 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 - Adolescence Education (Secondary Education) Courses

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 in 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. Prerequisite: EDS 618
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).
Prerequisites: EDD 602, EDD 610, and EDS 601, EDS 602, EDS 603, or EDS 604

EDS 610  Teaching Practicum II in Secondary Education

1 hour; 1 credit
Students complete 20 days in a mentored teaching experience in a secondary school setting in grades 7-9 or 10-12. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. The teacher's role in developing environments that are safe and supportive as well as intellectually stimulating and challenging for all students is examined. Graded Pass (P) or Fail (F).
Prerequisite: EDS 609

EDS 611  Student Teaching in Secondary Education

6 hours; 6 credits
Practice and problem solving in student teaching in secondary schools. Students are required to be in attendance at an assigned school full-time (8:30am-3:00pm), five days per week. Students will teach in grades 7-9 for part of the semester and in grades 10-12 for part of the semester. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Graded Pass (P) or Fail (F).
Prerequisites: EDD 602, EDD 610, and EDS 601, EDS 602, EDS 603, or EDS 604

EDS 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.
Prerequisites: Matriculation into the Graduate Sequence II in secondary mathematics program.
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 in 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 400 or permission of instructor. For Sequence 2 students: EDS 602 and EDS 609 or EDS 611 or permission of instructor.

**EDS 693  Advanced Studies in Teaching**  
**Secondary School Mathematics**

3 hours; 3 credits  
Prerequisites: For Sequence 1 students: EDS 303 and EDS 400 or permission of instructor. For Sequence 2 students: EDS 603 and EDS 609 or EDS 611 or permission of instructor.

**EDS 694  Advanced Studies in Teaching**  
**Secondary School Science**

3 hours; 3 credits  
A comprehensive review of the teaching/learning process in secondary school science. Emphasis on cognitive learning, teaching strategies, curricula, and developing science literacy.  
Prerequisites: For Sequence 1 students: EDS 304 and EDS 400 or permission of instructor. For Sequence 2 students: EDS 604 and EDS 609 or EDS 611 or permission of instructor.

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

Program Coordinator:  Professor Katharine Goodland  
Building 2S, Room 121  
Email: katharine.goodland@csi.cuny.edu  
Email: englishmasters@csi.cuny.edu  
Telephone: 718.982.3639  
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 graduate education in English.  
5. A minimum 8-10 page paper written for an English course with verified authorship.  

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
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 formalist, the archetypal, and the philosophical.

**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.

**LING 604 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.

LING 680 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.

LING 684 The Grammar of Words
4 hours; 4 credits
This course explores the structure of words through a survey of the linguistics subfields of phonetics, phonology, and morphology. Students will learn how to transcribe words using the International Phonetic Alphabet, describe systematic sound patterns, and analyze how words are composed from smaller units of sound and meaning. The course will provide students with an understanding of the semantic properties of words, how history has shaped the English lexicon (vocabulary) and orthography (spelling), and will also offer the opportunity to relate linguistic concepts to social, educational, and other applied issues.

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.

LING 605 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, so-

cial-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 of, talking 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
Spanning six centuries, the Anglo-Saxon period saw the development of an English language as Germanic kingdoms struggled for control of Britain. This course examines the literature which promoted or otherwise reacted to such changes, while providing instruction in reading early English.

ENG 721 Studies in Medieval English Literature
4 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. Stu-
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 include works from the traditional canon as well as works by less well-known figures and by women authors. Although individual instructors will set their own syllabi, students can expect to explore genre, cultural contexts, and literary influences relevant to the assigned readings. Students will examine the critical conversation and formulate their own responses.

**ENG 724**  
**Studies in 19th-Century 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 naturalism); social issues as reflected and refracted in literature (such as industrialization, the status of women, and empire); and changes in publishing and the reading public (such as the effects of serialization and other innovations upon readership and the influence of social class on evaluations of poetry and of the novel).

**ENG 725**  
**Studies in 20th-Century English Literature**  
Check with Department for course description.

**ENG 726**  
**Studies in Shakespeare**  
Check with Department for course description.

**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, memoir, scientific writing, sermons, essays, letters, and political writing, within some or all of the following historical and cultural modes: Native American literatures, narratives of exploration and conquest, Puritan and other early American religious writings, African-American literature, Federalist literature, and the variety of gothic, sentimental, 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 representative of twentieth- and twenty-first century American literature as well as the critical conversations and approaches they have inspired. Movements may include naturalism, modernism, the Harlem Renaissance, the Beat Generation, and postmodernism.

**ENG 729**  
**Studies in Classical and Biblical Backgrounds to Literature**  
4 hours; 4 credits  
The Biblical and Greco-Roman classical background provides 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, appropriated, or creatively transformed the themes, models, and even specific scenes and passages from that background.

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

**ENG 731**  
**Studies in Drama**  
4 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 fiction as a genre. The texts may be set in any of a variety of national, ethnic, historical, literary-historical, or discursive contexts.

**ENG 733**  
**Studies in Poetry**  
4 hours; 4 credits  
The focus of this course is on poetics-on the nature, forms, and elements of poetry-and on poetry composition. The content of the course is not limited to a particular period and generally includes a variety of national traditions if not poetry from languages other than English. General goals include developing strategies for interpreting and evaluating poetry.

**ENG 734**  
**Studies in U. S. Multicultural Literature**  
4 hours; 4 credits  
This course explores issues of ethnicity, race, sexuality, and class in U.S. literature and exposes students to literary, critical, and theoretical ideas about immigration, culture, multilingualism, assimilation, racism, and other issues raised by a variety of texts reflecting differences among and the intermingling of cultures and literatures in the U.S.
ENG 735 Studies in Women and Literature
4 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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Deputy Coordinator: Dr. Donna Gerstle
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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 in 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.)

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: BIO 360 or equivalent

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
Definition of environmental parameters and quality criteria. Physical and transport phenomena. Monitoring, detection, and mathematical modeling of environmental
systems. Control policies and implementation schemes. Present and future techniques of pollution control and abatement.

**Prerequisite:** Calculus

**ESC 705  Global Climate Change**

3 hours; 3 credits

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

**ESC 710  Instrumentation for Chemical Analysis**

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:** BIO 360 or equivalent, ESC 702 and 732, and BIO 727 or equivalent.

**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 Liability 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: BIO 312 or equivalent and BIO 360 or equivalent

**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: BIO 360, 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

**ESC 760 Epidemiology**  
3 hours; 3 credits  
The study of health and disease through analysis of geographical and temporal patterns of health risks and disease, and of the populations affected. Demographic (mortality and morbidity) and epidemiological (clinical, community, cohort, and case-control) studies. Statistical analyses and designs. Determination of biological inference and risk.  
Pre- or corequisite: ESC 740, or permission of the instructor

**ESC 799 Thesis Research**  
Hours and credits vary; maximum 6 credits  
This course may be repeated. No student may apply more than a total of six credits of thesis research toward the degree.

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

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

Program Coordinator: Assistant Professor Zara Anishanslin  
Marchi Hall (2N), Room 208  
Email: zara.anishanslin@csi.cuny.edu  
Email: historymasters@csi.cuny.edu  
Website: http://www.library.csi.cuny.edu/dept/history/ma/  
Telephone: 718.982.3344

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

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

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

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

History Admission Requirements
For matriculated status:

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

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

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

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

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

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

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

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

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

History Degree Requirements
The MA in History requires 32 graduate credits at the 700-level, with all graduate courses designated at four credits, for a total of eight courses. Students must take at least one course in each of 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 691 Advanced Studies in Teaching Secondary School Social Studies (3 credits) and an independent study course (1 credit) in the School 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.

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

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

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

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

History Probation and Dismissal

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

Dismissal from the Program
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.

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 706 Museum Studies**  
4 hours; 4 credits  
An introduction to the history, theory, and practice of history museums. It will acquaint students with the history of museums and public history sites. Students also will learn the basic tools necessary for working with history museum collections and exhibitions, particularly through an introduction to the theory and practice of the material and visual culture (the study of history through objects and images) that underpins public history and museums. Emphasis will be placed on understanding the history of history museums and historic sites, how and why public history controversy occurs in museums, and how to curate effective exhibitions. The rich array of history museums and sites in New York City offers students the opportunity for hands-on case studies, which they will draw upon to review history museums and their exhibitions, analyze a material culture object, and create a proposal for a history museum exhibition.  
Prerequisite: Admission to the History MA Program or permission of the Coordinator of the History MA Program.

**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 715 History of New York**  
4 hours; 4 credits  
This course examines specific periods and/or themes in the history of the state of New York. At the discretion of the faculty instructor, it may focus on one region, such as Albany, New York City, Harlem, or Staten Island. Topics will reflect the historical scholarship of the instructor and may include: Native American history, women's history, New Netherland, British New York, the American Revolution, the Jacksonian era, the Civil War, the Gilded Age, the Jazz Age, the environment, race, slavery, immigration, industrialization, urbanization, religion, politics, and globalization.  
Prerequisite: Admission to the History MA Program or permission of the Coordinator of the History MA Program.

**HST 716 Topics in European History to the Renaissance**  
4 hours; 4 credits  
This course examines important themes in the early history of Europe. The course will require students to analyze issues in social, political, religious, and intellectual history through the use of primary and secondary sources. Topics in European History to the Renaissance may include medieval urban history, medieval religious history, Byzantine history, early Germanic Europe, the Crusades, and the rise of the Ottoman Empire in Eastern Europe.

**HST 717 Topics in European History from the Renaissance**  
4 hours; 4 credits  
This course examines important themes in the history of Europe from the time of the Renaissance. The course will require students to analyze issues in social, political, religious, and intellectual history through the use of primary and secondary sources. Topics in European History from the Renaissance may include: the European Renaissance, the Reformation and Counter Reformation, the English civil wars, the French Revolution, the Industrial Revolution, the Russian Revolution and world communism, the world wars, the post-war synthesis, and the European Union.

**HST 718 Seminar in Public History**  
4 hours; 4 credits  
A seminar in Public History methods, practice, and issues, with a focus on the skills and perspectives needed to undertake applied historical work. The course introduces students to the ways in which public and private sector historical scholarship raises particular issues of ethics and professionalism that may differ from those faced by university-based scholars. Topics to be addressed will include: standards and ethics in public history; varieties of public history; practical skills necessary for responsible public history practice; fostering scholarship while remaining sensitive to stakeholder interests; historical content examined through a lens of public history. Some work in the course will be produced by students working in teams, as collaborative work is an essential part of public history. As part of the course, students will identify and propose an internship placement for a subsequent semester.  
Prerequisites: Admission to the History MA Program and HST 701, or permission of the Coordinator of the History MA Program.

**HST 719 Public History Practicum/Internship**  
4 hours; 4 credits
An applied continuation of HST 718 (Seminar in Public History), allowing students to undertake a directed field experience program designed to provide an opportunity to work in a professional public history environment. This course allows students to integrate the theory and knowledge gained in HST 718 (Seminar in Public History) with the application of principles and practices in a public history work environment. Students will participate in hands-on work at a public history site under the guidance of the College's faculty, or in a public history project directed by a member of the College's faculty. This course can be repeated once for credit. Prerequisite: HST 718

HST 720 Topics in Latin American History
4 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 processing (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.

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. Note: This course will be graded as P/F.

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). Note: This course will be graded as P/F.

Master of Arts in Liberal Studies (MA)

Program Coordinator: Associate Professor Ismael Garcia Colon
Building (4S), Room 237
Email: ismael.garcia@csi.cuny.edu
Email: mals@mail.csi.cuny.edu
Telephone: 718.982.3766

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 advisor 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, industri-al-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, philosophic, and political analysis and theory.

LBS 730  Modern Culture
3 hours; 3 credits
An analysis of selected works of 20th-century Western literature and art designed to provide an introduction to major movements in the cultural life of this century and an introduction to the analysis of individual creative works seen in the context of modern social and intellectual movements and modern scientific and philosophic thought.
Prerequisite: LBS 710

LBS 740  Modern Society
3 hours; 3 credits
An analysis of social movements such as liberalism, communism, socialism, nationalism, and fascism; an introduction to modern social structure and change; and the role of social theory studied through the analysis of individual works of social theory and commentary placed in their historical and intellectual setting. The relevance of the theories and commentaries read to contemporary social problems and movements will be discussed. Attention will be paid to the impact of science and technology on modern social thought and living conditions.
Prerequisite: LBS 720

LBS 745  Industrial Food in Modern Society
3 hours; 3 credits
An examination of the problems associated with the mass consumption of industrialized food such as exploitation of labor, environmental degradation, animal abuse, widespread obesity and illness, and the erosion of social and cultural ties. We will critically examine the ways in which the industrialization of the food supply in modern societies has made calories cheap and plentiful and how the public pays for cheap food’s hidden costs. Through the lens of industrial food, this course focuses particular attention on issues of labor, immigration and capitalism. The geographical area of emphasis will be the United States, and case studies from other regions may also be included.
Prerequisite: Registration in a graduate program in the Humanities or Social Science, or permission of the Director of the student’s program of matriculation and the MALS Director.

LBS 750  Interaction of Western and Non-Western Societies
3 hours; 3 credits
An introduction to the structure and values of a selected non-Western civilization and a study of the cross-cultural impact of Western expansion since 1500. A variety of sources will be used such as fiction, anthropological studies, historical journals, traveler’s accounts, and works of art.
Prerequisite: LBS 730 or 740

LBS 760  Ancient Roots of Modern Thought
3 hours; 3 credits
A study of key works of ancient and medieval thought chosen from figures or works such as the Bible, Thucydides, Plato, Aristotle, Sophocles, Virgil, Cicero, Augustine, Aquinas, and Dante. The emphasis will be on an understanding of the works and their relationship to the intellectual tradition of the Western world as studied in the previous courses.
Prerequisite: LBS 730 or 740

LBS 770  Seminar: Values and Contemporary Issues
3 hours; 3 credits
A seminar in which the instructor and the students assist in developing ideas about topics of contemporary social and cultural concern that have been chosen by the students as subjects of their master’s essay. Each student must have chosen a topic before the beginning of the seminar. In the seminar the instructor and students draw on the works read and discussed in the previous courses in the program to illuminate the topics of the essays. Drafts of portions of student essays are discussed.
Prerequisites: LBS 730, 740, 750, 760, and permission of the MALS program coordinator
Corequisite: LBS 780

LBS 780  Master’s Essay Tutorial
3 hours; 3 credits
A tutorial in which the student and master’s essay adviser meet weekly to discuss drafts of and problems with the master’s essay. Credit is awarded on successful completion of the master’s essay and its acceptance by the essay adviser and program coordinator.
Prerequisite: Permission of the MALS program coordinator
Corequisite: LBS 770
Master of Arts in Clinical Mental Health Counseling (MA)

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

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

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

Clinical Mental Health Counseling Admission Requirements

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

- General or Introductory
- Child or Adolescent or Developmental
- Psychopathology or Abnormal
- Personality Theory

- Methods in Psychology or Experimental Psychology
- Statistics for the Social Sciences.

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

The priority deadline for receipt of applications for admission for the fall semester is March 10. Applications are accepted only for the fall term. There are no admissions for the spring term. The department admissions committee will give full consideration to applications received after these respective dates, space permitting.

Clinical Mental Health Counseling Degree Requirements

The curriculum is composed of 16 required courses as well as one practicum and three internship courses.

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<td>PSY 702</td>
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<td>PSY 710</td>
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<td>PSY 721</td>
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Choose Two Classes from the List Below (6 credits)

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<td>PSY 744</td>
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<td>ASD/EDP 701</td>
<td>Autism Spectrum Disorders: Contemporary Issues</td>
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<td>ASD/EDP 702</td>
<td>Treatment Approaches, Applications, and Methods for Individuals with Autism Spectrum Disorders (ASD) – Part 1</td>
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Clinical 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 Clinical 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 Clinical 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 lifespan. 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 Clinical 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 Clinical 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 Clinical 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 Clinical 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 Clinical 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 psychodynamic 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 Clinical 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 culturally 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 Clinical 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 Clinical 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 Clinical Mental Health Counseling Program and PSY 701

PSY 726 Advanced Cognitive Behavioral Approaches to Counseling

3 hours; 3 credits
This course focuses on CBT case conceptualization and treatment skills to treat anxiety and personality disorders. In addition, depending on the instructor's specialty, the instructor may teach skills to treat another specific client population (e.g. schizophrenia). Counseling skills taught in this class include collaborative case conceptualization, establishing mutually agreed on treatment goals, structuring and pacing therapy sessions, and addressing issues that arise in the therapist-client relationship. Students will also learn specific interventions for treating anxiety disorders including behavioral experiments, imagery, experiential work, and exposure. Techniques for identifying and reframing automatic thoughts, silent assumptions, and working with more deeply embedded core beliefs or schema for personality disorders will be addressed. Multi-cultural perspectives will be considered.
Prerequisite: PSY 721

PSY 727 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 Clinical Mental Health Counseling Program and PSY 701 and PSY 702 and PSY 710

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 Clinical 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 1/2 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 Clinical 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 Clinical 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 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 Clinical Mental Health Counseling Program and PSY 740

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 Clinical Mental Health Counseling Program and PSY 781 and permission of the Program Director

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 Clinical Mental Health Counseling Program and PSY 782 and permission of the Program Director

Master of Science in Neuroscience and Developmental Disabilities (MS)

Program Coordinator: Professor Alejandra del Carmen Alonso
Building 6S, Room 229
Email: alejandro.alonso@csi.cuny.edu
Telephone: 1.718.982.3950

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

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

Degree Requirements
The program consists of 37 credits: 31 credits in coursework and six credits of thesis research, an oral preliminary examination, and a thesis defense. A fac-
ulty 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
BIO 605     Statistical Analysis
NSM 701     Neurobiology I
NSM 702     Neurobiology II
NSM 711     Neuroanatomy and Early Developmental Brain Disorders
NSM 712     Neurobiology of Adult Brain Disorders
NSM 705     Journal Seminar I, II, III, IV
NSM 706     Research Methods
NSM 707     Developmental Neuroscience
NSM 708     Behavioral Genetics
NSM 709     Foundations of Cognitive Science
NSM 710     Learning
NSM 798     Master's Thesis Research I
NSM 799     Master's Thesis Research II

Alternative Courses
Other courses may be relevant to an individual student's educational goals, and students may be allowed to take alternatives from the graduate courses at the College of Staten Island and up to nine credits at the CUNY Graduate Center, approved in advance by the program coordinator.

Courses

NSM 701     Neurobiology I
3 hours; 3 credits
An introduction to neuroscience through lectures, readings, and demonstrations with emphasis on the components of the field and the important techniques used for studying the brain and brain-related phenomena. A research paper is required.
Prerequisite: Admission into the program or permission of the instructor and one year of undergraduate biology and psychology

NSM 702     Neurobiology II
3 hours; 3 credits
Selected topics concerning functional brain anatomy and mechanisms regulating the activity of nerve cells and their development in 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.
Prerequisite: NSM 701
Prerequisite or Corequisite: NSM 706

NSM 705     Journal Seminar I-IV
1 hour; 0 credits
Reading and analysis of classical and current scientific papers in biology and psychology related to mental retardation and developmental disabilities. Student presentations (at least one per student each semester);

slide preparation, data presentation, and computer methods, including spreadsheets and software.
Prerequisite: Admission into the program

NSM 706     Research Methods
3 hours; 3 credits
Methods of studying the nervous system at different levels of organization, including investigating the properties of neurons using electrophysiological, tissue culture, and staining procedures. Methods of studying behavior. Ethical issues of experimenting with animal and human populations. Model systems used to evaluate functional relations between different types of cells, structures, areas of the brain, and populations will be emphasized. A research paper is required.
Prerequisite: Admission into the program or permission of the instructor

NSM 707     Developmental Neuroscience
3 hours; 3 credits
The development of biological systems with particular attention to the development of the nervous system in organisms ranging from drosophila through vertebrates. Pattern formation and mechanistic solutions for particular neuronal functions from an evolutionary perspective. Phenotypic variation and evolutionary adaptability expressed on cellular and molecular levels. A research paper is required.
Prerequisite: NSM 701

NSM 708     Behavioral Genetics
3 hours; 3 credits
The heritability of complex psychological traits with attention to DNA structure, gene expression, Mendelian and non-Mendelian modes of inheritance, and the contribution of genetic endowment to traits such as mental retardation and other cognitive and developmental disabilities. Attention to issues such as genetic determinism, genetic risk, and nature versus nurture.
Prerequisite: NSM 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-behavioral relationships. The neuroanatomical and neurological 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
emphasison 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 711 Neuroanatomy and Early Developmental Brain Disorders**

3 hours; 3 credits

A description of central nervous system anatomy. The class will also offer a comprehensive overview of the biological bases of neurological diseases from early development to young adult age. The course will address biological basis of developmental diseases and their intellectual consequences. The course will include aspects of the clinical condition, diagnosis, treatment, underlying mechanisms and, relevant basic and translational research.

Prerequisite: Admission into the program.

**NSM 712 Neurobiology of Adult Brain Disorders**

3 hours; 3 credits

The biological basis of disease from the adult age to diseases associated with the aging process. It will complete the comprehensive overview of neurological and neuropsychiatric disease started in the pre-requisite class. The course will address central, and peripheral neurodegeneration; immune and infectious diseases; and diseases of higher function and their intellectual consequences. It will also cover clinical condition, diagnosis, treatment, underlying mechanisms, relevant basic and translational research, and key unanswered questions.

Prerequisite: NSM 711

**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

Nurse Practitioner Program Coordinator: Professor Patricia Given

Marcus Hall (5S), Room 109

Email: june.como@csi.cuny.edu or patricia.given@csi.cuny.edu

Telephone: 718.982.3823

**Master of Science in Adult - Gerontological Nursing (MS)**

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

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

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

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

All advanced practice nurse programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, Phone: 404.975.5000, Fax:
The Clinical Nurse Specialist program has been approved by the American Association of Critical Care Nurses (AACN).

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

Nursing Admission Requirements

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

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

Matriculated Status

Admission requirements for fully matriculated graduate status:

1. Official transcript(s) documenting a cumulative grade point average of 3.0 on a 4.0 point scale in the nursing courses.
2. Evidence of successful completion of undergraduate courses (or comparable learning experiences approved by the Graduate Admissions Committee) in nursing research, statistics, and health assessment/physical examination; community health nursing, leadership and management in nursing, general chemistry, and pharmacotherapeutics.
3. Two recommendation letters supporting the applicant’s potential for completing graduate studies; one must be from a current nursing supervisor or recent professor who can speak to clinical performance.
4. Personal Statement:

Instructions: All master’s degree applicants must answer questions below. Your personal statement should be 300 words, 2 to 4 pages in length total, double-spaced with one-inch margins, in 12 point font.

1. We want to know more about you – your life and goals, your challenges and strengths, and the clinical path that you have chosen that has lead you to this point in your career. Imagine that you are writing your autobiography and you are describing your greatest nursing career achievement.
2. Share specific experiences from your nursing career where your leadership efforts and caring intentions fostered the success of patients from diverse cultural backgrounds.
3. Describe why you want to advance your career by becoming one of the following advanced practice nurses: clinical nurse specialist, nurse practitioner, or clinical nurse specialist/nurse practitioner. Include a discussion of whether your interests lie in the wellness to acute care continuum or in the primary care realm.

1. Current RN license to practice in New York State

Non-Matriculated Status

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

Requirements for Progression and Retention

Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained in the Nursing MS program consistent with other graduate programs.

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

Grades: A minimum grade of B is required to successfully complete all graduate courses. For grades lower than a B, the course must be repeated within one year; courses cannot be repeated more than once. The maximum number of courses that can be repeated throughout the curriculum is two (2).

Withdrawals: No more than two (2) withdrawals are permitted throughout the curriculum. After the second withdrawal, a letter requesting permission to register is required. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual’s plan for success.

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

Dismissal: If the student receives a grade of F in the core (BIO 670, Advanced Pathophysiology; BIO/NRS 682, Advanced Pharmacology; and/or NRS 702, Advanced Health Assessment and Diagnostic Reasoning) or role specialization courses (i.e. NRS 720, NRS 721, NRS 722, NRS 723, NRS 725, NRS 726, NRS 727, and/or NRS 728), the student will be dismissed from the program.

Health Documentation

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

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

Advisement

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

Nursing Degree Requirements: Clinical Nurse Specialist, Nurse Practitioner

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

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

Graduate Core (15 credits)
NRS 700 Transcultural Concepts and Issues in Health Care
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 Evidence-Based Nursing for Advanced Practice

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

Specialty (CNS Role) (12 credits)
NRS 720 Advanced Practice Nursing with Adults in Community Settings
NRS 721 Role Practicum: Adults in Community Settings
NRS 722 Advanced Practice Nursing with Adults in Acute Care Settings
NRS 723 Role Practicum: Adults in Acute Care Settings
and A minimum of 500 hours of supervised practice.

Specialty (NP Role) (12 credits)
NRS 725 Primary Health Care Adult-Gerontology I
NRS 726 Primary Health Care Adult-Gerontology II
NRS 727 Role Practicum: Primary Health Care I*
NRS 728 Role Practicum: Primary Health Care II*
and A minimum of 500 hours of supervised practice.
Electives: 6 credits
NRS 703 Teaching and Learning for Cultural Competence Development
NRS 704 Cultural Competence in Health Care Project
NRS 711 Health Care Program Development
NRS 712 Nurse as Educator
NRS 724 Case Management for Advanced Practice Nursing
NRS 725 Primary Health Care Adult-Gerontology I
NRS 726 Primary Health Care Adult-Gerontology II
Advanced Certificate Programs

Gainful Employment Programs

Gainful Employment Disclosure
The College of Staten Island offers the following Gainful Employment programs: If you seek additional information about any of the Nursing programs, please contact Dr. June Como in the Department of Nursing at 718.982.3823 or email her at june.como@csi.cuny.edu.

Advanced Certificate in Adult-Gerontological Health Nursing -CNS
Advanced Certificate in Adult-Gerontological Health Nursing-NP
Advanced Certificate in Cultural Competence

Post-Master's Advanced Certificates in Adult-Gerontological Nursing: Clinical Nurse Specialist or Nurse Practitioner: 12-21 credits

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

Students in the two certificate programs take courses that focus their course assignments and clinical hours on the role of choice – as clinical nurse specialists in the adult-gerontological population from wellness through acute care and beyond or as primary care nurse practitioners in the adult-gerontological population across the life span.

Post-Master's Advanced Certificate in Adult-Gerontological Nursing: Admission Requirements

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

Post-Master's Advanced Certificates in Adult-Gerontological Health Nursing Certificate Requirements

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

**Post-Master’s Advanced Certificate in Clinical Nurse Specialist Courses**

- NRS 720: Advance 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

A minimum of 500 hours of supervised practice.

**Post-Master’s Advanced Certificate in Nurse Practitioner Courses**

- NRS 725: Primary Health Care - Adult-Gerontontology
- NRS 726: Role Practicum: Primary Health Care II

A minimum of 500 hours of supervised practice.
Advanced Certificate in Cultural Competence: 9 credits

Advanced Certificate in Cultural Competence Admission Requirements

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

Advanced Certificate in Cultural Competence Requirements

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

Advanced Certificate in Cultural Competence Courses

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

Nursing Courses

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

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

NRS 700 Transcultural Concepts and Issues in Health Care
3 hours; 3 credits
This course focuses on the general philosophy, ethics, concepts, skills, theory, research, and practices underlying transcultural care. Current issues in pluralism, diversity, and health care are explored in relation to culturally competent care of advanced practitioners in health care settings. Leininger's Theory of Culture Care and other selected theories and research studies are critically appraised for utilization in various practice and management settings. Future directions of transcultural care are discussed.
Prerequisite: Matriculated or non-matriculated status in the graduate program

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

NRS 702 Advanced Health Assessment & Diagnostic Reasoning
4 hours; 3 credits
This course prepares students to develop advanced competencies in health assessment (health histories and health examinations), to analyze data, and to make diagnostic decisions when caring for culturally diverse adults, their fami-
lies, and communities. Through the use of a broad range of critical thinking and communication strategies, the advanced practice nursing student will develop and demonstrate advanced decision-making strategies in the planning of high quality, safe evidence-based nursing care.

Prerequisites: Matriculated or non-matriculated status in the graduate program

**NRS 703 Teaching and Learning for Cultural Competence Development**

3 hours; 3 credits

This course builds on the foundational philosophy, ethics, concepts, skills, theory, research, and practices underlying the development of cultural competence in health care. The multidimensional process of teaching and learning cultural competence is presented as an organizing framework for advancing cultural competence development. Strategies and techniques for helping culturally diverse nurses, other health professionals, and health organizations develop cultural competence are critically appraised for utilization in various practice, management, and educational settings. Eliminating health disparities through the creative use of culturally competent client education is emphasized. Future directions for advancing cultural competence development are discussed.

Prerequisite: NRS 700

**NRS 704 Cultural Competence in Health Care Project**

3 hours; 3 credits

This course will assist learners to develop a “cultural competence in nursing” project. 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 blending of basic descriptive and inferential statistical techniques, conceptual understanding, and appreciation for statistical methods. A hands-on interactive, multidimensional approach to teaching-learning includes the 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 evidence-based programs for culturally diverse populations with special health care needs. Students develop the ability to conduct a needs assessment, document health care needs, develop & describe a health care program incorporating quality and safety tenets, plan evaluation strategies for process and outcomes, and write grant proposals to obtain funding. Existing evidence-based health care programs for medically underserved populations are used as examples.

**NRS 712 Nurse as Educator**

3 hours; 3 credits

This course addresses the principles and methods related to nursing education. It includes learning theories, research and teaching techniques that are used to educate nursing students, professional nursing staff, other health care personnel and clients. Applications include methods and strategies to enhance learning of individuals and aggregates of health care personnel to ensure quality and safe care. Emphasis is on the development of student learning outcomes, communication/teaching strategies and methods of evaluation in the culturally diverse classroom and clinical setting.
NRS 720  Advanced Practice Nursing with Adults in Community Settings
3 hours; 3 credits
This course addresses integration of theory, research, and practice related to high quality and safe culturally competent health promotion, disease prevention and illness management of healthy, chronically ill, and disabled adults, their families, and communities. The advanced practice nursing student will use diverse methods of communication in the formulation of advanced practice nursing plans, interventions, and outcome assessments.
Prerequisites: Matriculated status in the program; BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702, NRS 706
Corequisites: For CNS Students: NRS 721
Pre- or corequisite: NRS 730

NRS 721  Role Practicum: Adults in Community Settings
17 hours; 3 credits
This precepted practicum course provides for application of theories and research to health promotion and disease prevention of healthy, chronically ill, and disabled adults from culturally diverse backgrounds, their families, and communities. Advanced practice nursing students will compose communications using diverse critical thinking and decision-making strategies that exemplify the development and documentation of core and adult-gerontology competencies incorporating areas such as quality and safety strategies, nursing process utilization, outcome assessment, education program development and implementation and other methodologies essential for advanced practice nursing. (Minimum of 250 faculty supervised clinical hours)
Corequisite: NRS 720
Pre or corequisite: NRS 720

NRS 722  Advanced Practice Nursing with Adults in Acute Care Settings
3 hours; 3 credits
A clinical course for the application of knowledge and advanced practice skills related to nursing care of acutely ill adults, their families, and communities from culturally diverse backgrounds. The advanced practice nursing student will incorporate quality and safety tenets into evidence-based care using various communication technologies in the development of core and adult-gerontology competencies. The selection of clinical placements varies according to the specializations of students in each group. (Minimum of 250 faculty supervised clinical hours).
Prerequisites: Matriculated status, BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702, NRS 706
Pre- or Corequisite: NRS 730
Corequisite: For CNS Students: NRS 723

NRS 723  Role Practicum: Adults in Acute Care Settings
17 hours; 3 credits
A clinical course for the application of knowledge and advanced practice skills related to nursing care of acutely ill adults, their families, and communities from culturally diverse backgrounds. The advanced practice nursing student will incorporate quality and safety tenets into evidence-based care using various communication technologies in the development of core and adult-gerontology competencies. The selection of clinical placements varies according to the specializations of students in each group. (Minimum of 250 faculty supervised clinical hours).
Corequisite: For CNS Students: NRS 722

NRS 724  Case Management for Advanced Practice Nursing
3 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, identity variances, assess transitional levels of care, and act as an agent for planned change.
Prerequisite: Matriculated or nonmatriculated status in the MS degree program or permission of the instructor

NRS 725  Primary Health Care Adult-Gerontology I
3 hours; 3 credits
This course emphasizes health promotion, health protection, and health restoration with the adult-gerontological population experiencing acute and chronic illnesses affecting certain systems such as cardiovascular, pulmonary and gastrointestinal. Differential diagnosis and treatment of common health problems and human responses using evidence-based modalities are emphasized. The partnership model of working with consumers is emphasized and quality, safety, and cultural aspects of living with acute and chronic illnesses are explored. Research findings and relevant theories for advanced practice nursing with adult-gerontology populations, their families and communities are addressed.
Prerequisites: BIO 670, NRS/BIO 682, NRS 700, NRS 701, NRS 702
Pre or corequisite: NRS 730
NRS 726      Primary Health Care Adult-Gerontology II
3 hours; 3 credits
This course emphasizes health promotion, health protection, and health restoration with the adult-gerontological population experiencing acute and chronic illnesses affecting certain systems such as hematological, neurological and endocrine. Differential diagnosis and treatment of common health problems and human responses using evidence-based modalities are emphasized. The partnership model of working with consumers is emphasized and quality, safety and cultural aspects of living with acute and chronic illnesses are explored. Research findings and relevant theories for advanced practice nursing with adult-gerontology populations, their families, and communities are addressed.
Prerequisites: BIO 670, BIO 682/NRS 682, NRS 700, NRS 701, NRS 702
Pre or corequisite: NRS 730

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 evidence-based medical interventions. Students use nursing theories and research in the Nurse Practitioner (NP) roles, diagnose human responses, plan to meet positive health outcomes, and conduct high quality and safe culturally competent nursing interventions for adult-gerontology populations, their families and communities. (Minimum of 250 faculty supervised clinical hours)
Corequisites: For NP Students: NRS 725

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 evidence-based medical interventions. Students use nursing theories and research in the Nurse Practitioner (NP) roles, diagnose human responses, plan to meet positive health outcomes, and conduct high quality and safe culturally competent nursing interventions for adult-gerontology populations, their families and communities. (Minimum of 250 faculty supervised clinical hours)
Corequisite: For NP Students: NRS 726

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

NRS 750      Curriculum in Nursing
3 hours; 3 credits
This course focuses on curriculum development, including philosophy, program outcomes, student learning outcomes, and evaluation of curriculum design. The goal is to ensure society's needs for culturally competent, safe and quality care of the individual, families and communities is met through teaching by professional nurses. The student will develop or critique a curriculum based on evidence-based studies in nursing and learning theory. Evaluation of the educational outcomes is based on national accreditation standards and criteria. A variety of communication styles and techniques including technology will be integrated into the curriculum design.
Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing

NRS 754      Evaluation in Nursing Education
3 hours; 3 credits
National standards are used to guide development of a master plan of evaluation for a nursing education program(s) in academic or service settings. To measure student achievement of learning, the course emphasizes test construction, item writing, clinical evaluation tools, and psychomotor skills assessment. Evaluation tools will be critiqued to ensure they meet national guidelines, are free of cultural bias, are evidence-based and assess quality and safety outcomes in the deliverance of care to the individual, family and community. Evaluation of teaching strategies will include verbal, written and digital communication techniques. 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
Theories and research are used to create teaching and learning strategies to meet the learning needs of individuals, families, groups and health providers in culturally diverse community settings. Legal, ethical, fiscal, and regulatory influences on teaching and education are included.
Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing.

NRS 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. Evidence-based practice is implemented to provide culturally competent, quality teaching to meet the learning needs of the individual or group in academic or service setting.
Prerequisite: NRS 754
Pre- or corequisite: NRS 758, NRS 754

NRS 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

Clinical Doctorate Programs in Nursing

Graduate & Clinical Doctoral Nursing Program Coordinator: Dr. June Como
Nurse Practitioner Program Coordinator: Dr. Patricia Given
Marcus Hall (5S), Room 109
Email: june.como@csi.cuny.edu or patricia.given@csi.cuny.edu
Telephone: 718.982.3823

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

The DNP programs are designed to meet health care workforce needs and to provide opportunities for the preparation of advanced practice nurses at the doctoral level to provide the highest level of nursing practice in the clinical setting. The curriculum emphasizes the use of research findings in advanced clinical care, strategies for health education of the public, advocacy for vulnerable and culturally diverse populations, analysis of outcomes of care, mitigating environmental and genetic influences on health, advanced treatment modalities, health care informatics use, and identification of evidence gaps with formulation of systems level interventions. The DNP prepares practitioners of nursing to provide innovative care at the highest level, by translating credible research findings into clinical practice in diverse healthcare settings such as hospitals, homes, and community settings.

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

Restructuring of healthcare organizations and initiatives surrounding healthcare reform have created new roles for advanced practice nurses, especially those with doctoral-level preparation. Graduates of the DNP programs are eligible for certification as specialists in adult-gerontological health nursing through the American Nurses Credentialing Center (ANCC) and other certifications offered by ANCC and nursing specialty organizations and are also eligible for licensing as Adult-Gerontological Clinical Nurse Specialists and/or Primary Care Nurse Practitioners through New York State Office of the Professions State Education Department.

Doctorate of Nursing Practice Admission Requirements

Applicants should have a bachelor’s degree with a major in Nursing from an accredited school or a bachelor’s degree in another field, three years of appropriate full time clinical experience in Nursing (one year upon admission and two additional years prior to entering clinical practica) as determined by the doctoral nursing faculty, and completion of required nursing, science, and mathematics courses. A TOEFL score of 550 or higher is required for all students for whom English is a second language.

Applications will be evaluated on an individual basis when all official transcripts and supporting documents have been received. Application deadlines are as follows: December 1st for fall 2015 admission. Interviews to be set up in early spring 2015. Applicants will be notified by mail in June regarding their acceptance. Enrollment with matriculated status is contingent upon satisfaction of admission criteria.

Matriculated Status

Admission requirements for fully matriculated doctoral status:

1. Official baccalaureate transcript(s) documenting a cumulative grade point average of 3.25 on a 4.0 point scale in the nursing courses.
2. Competitive scores on the Graduate Record Examination (GRE) taken within the previous five years. For additional information or to register for the exam, please visit the GRE website. Our institutional code for the GRE is 2778.
3. Evidence of successful completion of baccalaureate undergraduate courses (or comparable learning experiences approved by the Doctoral Admissions Committee) in nursing research, statistics, and health assessment/physical examination; community health nursing, leadership and management in nursing, general chemistry, and pharmacotherapeutics.
4. Two recommendation letters supporting the applicant’s potential for completing graduate studies; one must be from a current nursing supervisor or recent professor who can speak to clinical performance.
5. Personal Statement: Instructions: All doctoral degree applicants must answer questions numbered 1 through 4. Your personal statement should be 500 words, 2 to 4 pages in length total, double spaced with one inch margins, in 12 point font.
   1. We want to know more about you – your life and goals, your challenges and strengths, and the clinical path that you have chosen that has lead you to this point in your career. Imagine that you are writing your autobiography and you are describing your greatest nursing career achievement.
   2. Share specific experiences from your nursing career where your leadership efforts and caring intentions fostered the success of patients from diverse cultural backgrounds.
   3. Describe why you want to advance your career by becoming one of the following advanced practice nurses: clinical nurse specialist, nurse practitioner, or clinical nurse specialist/nurse practitioner. Include a discussion of whether your interests lie in the wellness to acute care continuum or in the primary care realm.
   4. Please describe an area of practice change that where you have an interest. Include supportive material as needed and references as applicable.
   5. Current RN license to practice in New York State
   6. Curriculum vitae (CV) demonstrating appropriate clinical experience as evidenced by at least 1 year of full-time practice as a Registered Professional 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 Doctoral Nursing Admissions Committee.

Advanced Standing Status

Advance standing status applicants should have:

- a master’s degree with a major in nursing from an accredited school,
- current certification and/or licensure as an advanced practice nurse in New York State,
• a minimum of three years appropriate full-time clinical experience as a Registered Professional Nurse as determined by the doctoral nursing faculty,
• and completion of required undergraduate and graduate nursing, science, and mathematics coursework including graduate coursework in advanced pathophysiology, advanced pharmacology, and advanced physical health assessment,
• all related admission requirements as outlined under Doctor of Nursing Practice - Nursing Admission Requirements will need to be satisfied.

Applicants will be evaluated on an individual basis when all official transcripts and supporting documents have been received. Application deadlines are as follows: December 1st for fall admission. Applicants will be notified by mail regarding their acceptance. Enrollment with matriculated status is contingent upon satisfaction of admission criteria.

Requirements for Progression and Retention

Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained in the Nursing MS program consistent with other graduate programs.

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

Grades: A minimum grade of B is required to successfully complete all graduate courses. For grades lower than a B, the course must be repeated within one year; courses cannot be repeated more than once. The maximum number of courses that can be repeated throughout the curriculum is two (2).

Withdrawals: No more than two (2) withdrawals are permitted throughout the curriculum. After the second withdrawal, a letter requesting permission to register is required. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual’s plan for success.

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

Dismissal: If the student receives a grade of F in the core (BIO 670, Advanced Pathophysiology; BIO/NRS 682, Advanced Pharmacology; and/or NRS 702, Advanced Health Assessment and Diagnostic Reasoning) or role specialization courses (i.e. NRS 720, NRS 721, NRS 722, NRS 723, NRS 725, NRS 726, NRS 727, and/or NRS 728), the student will be dismissed from the program.

Advisement

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

Clinical Nursing Doctorate Degree Requirements

Doctor of Nursing Practice - Clinical Nurse Specialist (CNS) Option: 75 credits

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

Doctor of Nursing Practice - Primary Care Nurse Practitioner (NP) Option: 75 credits

The program requires 75 credits with 1000 supervised hours toward development of clinical competencies for primary care of the adult-gerontological population and implementation of an integrative practice project in the clinical setting. Students may attend on a full-time or part-time basis. Completion of the program requires a minimum of four years of full-time study; part-time study may take six years or more. Requirements include a nursing science, research and leadership core of 18 credits, an advanced practice core of nine credits, specialty (NP role) courses of 12 credits, doctoral core of 18 credits, six credits of elective courses, and the integrative practice project of 12 credits.
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 711 Health Care Program Development
NRS 730 Evidence-Based Nursing for Advanced Practice

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

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

AND
A minimum of 500 hours of supervised practice.

Specialty (NP Role) (12 credits)
NRS 725 Primary Health Care Adult-Gerontology I
NRS 726 Primary Health Care Adult-Gerontology II
NRS 727 Role Practicum: Primary Health Care I*
NRS 728 Role Practicum: Primary Health Care II*

AND
A minimum of 500 hours of supervised practice.

DNP Core (18 credits)
ESC 760/ BIO 771 Principles of Epidemiology
NRS 755 Application of Leadership Moels in Professional Practice
NRS 756 Technological Integrations
NRS 757 Professional Nursing Bioethics
NRS 759 Clinical Finance & Management
NRS 761 Advanced Therapeutics

DNP Capston (12 credits)
NRS 762 Integrative Practice Proposal (Capstone I)
NRS 763 Integrative Practice Application (Capstone II)

Electives (6 credits)
NRS 703 Teaching and Learning for Cultural Competence Development
NRS 704 Cultural Competence in Health Care Project
NRS 712 Nurse as Educator
NRS 724 Case Management for Advanced Practice Nursing
NRS 750 Curriculum in Nursing
NRS 754 Evaluation in Nursing Education
NRS 758 Teaching and Learning in Nursing Education

The CNS role (NRS 720 and NRS 722) or the NP role (NRS 725 and NRS 726) courses may be taken as electives with permission of the program coordinator.
Advanced Certificate in Cultural Competence: 9 credits

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

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

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

Doctoral 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 relative to quality and safe care of individuals, families, and communities.
Prerequisites: BIO 150, BIO 160 or equivalent

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

NRS 700 Transcultural Concepts and Issues in Health Care
3 hours; 3 credits
This course focuses on the general philosophy, ethics, concepts, skills, theory, research, and practices underlying transcultural care. Current issues in pluralism, diversity, and health care are explored in relation to culturally competent care of advanced practitioners in health care settings. Leininger's Theory of Culture Care and other selected theories and research studies are critically appraised for utilization in various practice and management settings. Future directions of transcultural care are discussed.
Prerequisite: Matriculated or non-matriculated status in the graduate program

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

NRS 702 Advanced Health Assessment & Diagnostic Reasoning
4 hours; 3 credits
This course prepares students to develop advanced competencies in health assessment (health histories and health examinations), to analyze data, and to make diagnostic decisions when caring for culturally diverse adults, their families, and communities. Through the use of a broad range of critical thinking and communication strategies, the advanced practice nursing student will develop and demonstrate advanced decision-making strategies in the planning of high quality, safe evidence-based nursing care.

Prerequisites: Matriculated or non-matriculated status in the graduate program

**NRS 703  Teaching and Learning for Cultural Competence Development**
3 hours; 3 credits
This course builds on the foundational philosophy, ethics, concepts, skills, theory, research, and practices underlying the development of cultural competence in health care. The multidimensional process of teaching and learning cultural competence is presented as an organizing framework for advancing cultural competence development. Strategies and techniques for helping culturally diverse nurses, other health professionals, and health organizations develop cultural competence are critically appraised for utilization in various practice, management, and educational settings. Eliminating health disparities through the creative use of culturally competent client education is emphasized. Future directions for advancing cultural competence development are discussed.
Prerequisite: NRS 700 or equivalent graduate-level course

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

**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 blending of basic descriptive and inferential statistical techniques, conceptual understanding, and appreciation for statistical methods. A hands-on interactive, multidimensional approach to teaching-learning includes the 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 culturally diverse 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 the principles and methods related to nursing education. It includes learning theories, research and teaching techniques that are used to educate nursing students, professional nursing staff, other health care personnel and clients. Applications include methods and strategies to enhance learning of individuals and aggregates of health care personnel to ensure quality and safe care. Emphasis is on the development of student learning outcomes, communication/teaching strategies and methods of evaluation in the culturally diverse classroom and clinical setting.
NRS 720  Advanced Practice Nursing with Adults in Community Settings
3 hours; 3 credits
This course addresses integration of theory, research, and practice related to high quality and safe culturally competent health promotion, disease prevention and illness management of healthy, chronically ill, and disabled adults, their families, and communities. The advanced practice nursing student will use diverse methods of communication in the formulation of advanced practice nursing plans, interventions, and outcome assessments.
Prerequisites: Matriculated status in the program; BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702, NRS 706
Corequisites: For CNS students: NRS 721
Pre- or corequisite: NRS 730

NRS 721  Role Practicum: Adults in Community Settings
17 hours; 3 credits
This precepted practicum course provides for application of theories and research to health promotion and disease prevention of healthy, chronically ill, and disabled adults from culturally diverse backgrounds, their families, and communities. Advanced practice nursing students will compose communications using diverse critical thinking and decision-making strategies that exemplify the development and documentation of core and adult-gerontology competencies incorporating areas such as quality and safety strategies, nursing process utilization, outcome assessment, education program development and implementation and other methodologies essential for advanced practice nursing. (Minimum of 250 faculty supervised clinical hours)
Corequisite: NRS 720
Pre/Corequisite: For CNS Students: NRS 720

NRS 722  Advanced Practice Nursing with Adults in Acute Care Settings
3 hours; 3 credits
A clinical course for the application of knowledge and advanced practice skills related to nursing care of acutely ill adults, their families, and communities from culturally diverse backgrounds. The advanced practice nursing student will incorporate quality and safety tenets into evidence-based care using various communication technologies in the development of core and adult-gerontology competencies. The selection of clinical placements varies according to the specializations of students in each group. (Minimum of 250 faculty supervised clinical hours).
Prerequisites: Matriculated status, BIO 670, NRS 682/BIO 682, NRS 700, NRS 701, NRS 702, NRS 706
Pre- or Corequisite: NRS 730
Corequisite: For CNS Students: NRS 723

NRS 723  Role Practicum: Adults in Acute Care Settings
17 hours; 3 credits
A clinical course for the application of knowledge and advanced practice skills related to nursing care of acutely ill adults, their families, and communities from culturally diverse backgrounds. The advanced practice nursing student will incorporate quality and safety tenets into evidence-based care using various communication technologies in the development of core and adult-gerontology competencies. The selection of clinical placements varies according to the specializations of students in each group. (Minimum of 250 faculty supervised clinical hours).
Corequisite: For CNS Students: NRS 722

NRS 724  Case Management for Advanced Practice Nursing
3 hours; 3 credits
Focus on responses of advanced practice nurses to a changing health care system, especially provision of high-quality health care at minimal cost to populations with special needs. Proactive roles of nurses are emphasized for selection, implementation, and evaluation of interventions for targeted populations. As a case manager, the clinical nurse specialist uses clinical and technical expertise to develop standardized care processes, establish outcomes, identify variances, assess transitional levels of care, and act as an agent for planned change.
Prerequisite: Matriculated or nonmatriculated status in the MS degree program or permission of the instructor

NRS 725  Primary Health Care Adult-Gerontology I
3 hours; 3 credits
This course emphasizes health promotion, health protection, and health restoration with the adult-gerontological population experiencing acute and chronic illnesses affecting certain systems such as cardiovascular, pulmonary and gastrointestinal. Differential diagnosis and treatment of common health problems and human responses using evidence-based modalities are emphasized. The partnership model of working with consumers is emphasized and quality, safety, and cultural aspects of living with acute and chronic illnesses are explored. Research findings and relevant theories for advanced practice nursing with adult-gerontology populations, their families and communities are addressed.
Prerequisites: BIO 670, NRS/BIO 682, NRS 700, NRS 701, NRS 702
Pre or corequisite: NRS 730
NRS 726 Primary Health Care Adult-Gerontology II
3 hours; 3 credits
This course emphasizes health promotion, health promotion, and health restoration with the adult-gerontological population experiencing acute and chronic illnesses affecting certain systems such as hematological, neurological and endocrine. Differential diagnosis and treatment of common health problems and human responses using evidence-based modalities are emphasized. The partnership model of working with consumers is emphasized and quality, safety and cultural aspects of living with acute and chronic illnesses are explored. Research findings and relevant theories for advanced practice nursing with adult-gerontology populations, their families, and communities are addressed.
Prerequisites: BIO 670, BIO 682/NRS 682, NRS 700, NRS 701, NRS 702
Pre or corequisite: NRS 730

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) roles, diagnose human responses, plan to meet positive health outcomes, and conduct high quality and safe culturally competent nursing interventions for adult-gerontology populations, their families and communities. (Minimum of 250 faculty supervised clinical hours)
Corequisites: For NP Students: NRS 725

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 high quality and safe culturally competent nursing interventions for adult-gerontology populations, their families and communities. (Minimum of 250 faculty supervised clinical hours)
Corequisite: For NP Students: NRS 726

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

NRS 750 Curriculum in Nursing
3 hours; 3 credits
This course focuses on curriculum development, including philosophy, program outcomes, student learning outcomes, and evaluation of curriculum design. The goal is to ensure society's needs for culturally competent, safe and quality care of the individual, families and communities is met through teaching by professional nurses. The student will develop or critique a curriculum based on evidence-based studies in nursing and learning theory. Evaluation of the educational outcomes is based on national accreditation standards and criteria. A variety of communication styles and techniques including technology will be integrated into the curriculum design.
Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing

NRS 754 Evaluation in Nursing Education
3 hours; 3 credits
National standards are used to guide development of a master plan of evaluation for a nursing education program(s) in academic or service settings. To measure student achievement of learning, the course emphasizes test construction, item writing, clinical evaluation tools, and psychomotor skills assessment. Evaluation tools will be critiqued to ensure they meet national guidelines, are free of cultural bias, are evidence-based and assess quality and safety outcomes in the deliverance of care to the individual, family and community. Evaluation of teaching strategies will include verbal, written and digital communication techniques. 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 756 Technological Integrations
3 hours; 3 credits
This course will provide an advanced perspective of the significance of the nursing role of integrating the data, information, and knowledge required for advanced nursing practice, administration, education, and research. The advanced practice role in system change, selection, and evaluation of clinical health information systems will be explored. Ethical, legal, and social issues and trends relative to information technology and the electronic health record will be discussed. Utilization of coding systems, financial systems, quality improvement tracking will be explored.
Prerequisite: Matriculation in the DNP Program.

NRS 757 Professional Nursing Bioethics
3 hours; 3 credits
This course will present moral and ethical theories, professional codes of ethics and research ethics as they apply to a complex healthcare environment. Historical perspectives, ethical standards of practice and application of ethical principles are emphasized. Case studies are utilized for case analysis to provide students with beginning skills in bioethics mediation. A broad range of topics is included to expose students to challenging situations across populations and settings.
Prerequisite: Matriculation in the DNP Program.

NRS 758 Teaching and Learning in Nursing Education
3 hours; 3 credits
Theories and research are used to create teaching and learning strategies to meet the learning needs of individuals, families, groups and health providers in culturally diverse community settings. Legal, ethical, fiscal, and regulatory influences on teaching and education are included.
Prerequisite: Matriculation in the Advanced Certificate in Nursing Education or Matriculation in the Master of Science in Nursing

NRS 759 Clinical Finance & Management
3 hours; 3 credits
This course addresses the financial implications of health care, strategies for reduction of health care costs, and presents financial concepts related to health care management. Financial strategies at the micro and macro-system levels will be explored including financial strategies for entrepreneurial activities of the CNS and NP.
Prerequisite: Matriculation in the DNP Program.

NRS 760 Practicum in Nursing Education
6 clinical lab hours per week, 1 seminar hour; 3 credits
The course provides an opportunity for the application of teaching and learning theory to nursing education. Evidence-based practice is implemented to provide culturally competent, quality teaching to meet the learning needs of the individual or group in academic or service setting.
Prerequisite: NRS 754
Pre- or corequisite: NRS 758, NRS 754

NRS 761 Advanced Therapeutics
3 hours; 3 credits
This course will present procedures, standards, therapeutic protocols, pharmacological interventions and diagnostics needed in the management of complex high-frequency and high risk diseases through didactic and psychomotor application. Various methodologies to disease management will be explored including traditional and integrative practices. Technology will be used for data management related to professional and clinical decision making.
Prerequisite: BIO 670, NRS/BIO 682, NRS 702, and Matriculation in the DNP Program.

NRS 762 Integrative Practice Proposal (Capstone I)
6 credits; 6 hours; minimum 250 clinical hours
This course applies previous learning leading to a capstone project proposal. Specific activities and knowledge addressed include analysis of organizational culture and structure in health care systems and/or communities with complex needs, use of various theoretical models, identification of areas for potential program development, project development skills, and use of literature review skills. Students will develop a proposal for a needed health care program or related clinical project. The course will be presented using a combination of didactic and independent study to facilitate project planning, including implementation strategies, outcomes evaluation, project leadership, and dissemination planning. NOTE: Prior to registering for this course all DNP coursework must be completed.
Prerequisite: Permission of the Program Coordinator.
NRS 763  Integrative Practice Application (Capstone II)
6 hours; 6 credits; minimum 250 clinical hours
This course explores issues that influence successful implementation of the proposed capstone project through didactic, experiential, and independent study. Students will receive guidance during the implementation and evaluation of the capstone project. Students are expected to write a full report of the project that builds on the proposal and addresses the actual implementation and evaluation of the project, as well as providing conclusions and implications of the work. NOTE: Prior to registering for this course all DNP coursework must be completed.
Prerequisite:  Permission of the Program Coordinator.

NRS 799  Thesis Option
3 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)

School of Health Sciences
Interim Founding Dean: Maureen Becker, DHSc
Chair: Professor Jeffrey Rothman
Building (5N), Room 207
Email: jeffrey.rothman@csi.cuny.edu
Telephone: 718.982.3153
Fax: 718.982.2984

Program Overview
The clinical Doctorate in Physical Therapy (DPT) program is designed to prepare graduates to examine, evaluate, diagnose, and intervene in the management of impairments, functional limitations, and disabilities of the cardiopulmonary, musculoskeletal, neuromuscular, and integumentary systems. The duration of the clinical internships will be 34 weeks. The research component will require a publishable research project utilizing evidence-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: www.capteonline.org. 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 off 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. 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.

Accreditation Status
The Doctor of Physical Therapy Program (DPT) at the College of Staten Island/the Graduate Center of the City University of New York (CUNY) is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Program Goals
The DPT program prepares students to become clinician-scientists who can competently apply research to clinical practice, perform all aspects of physical therapy (PT) practice, and perform clinical research. It will 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 program meets changing national standards as well as community needs for physical therapists working in a multitude of settings.

Graduation, Employment, Licensure Pass Rates

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Doctorate in Physical Therapy (DPT) Admission, Application, Progression and Retention Requirements

Admission requirements to the Doctorate in Physical Therapy (DPT) Program

Applicants are required to meet the following admission criteria:

1. Students must have completed a baccalaureate degree from a regionally accredited four-year institution by the end of the 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 development 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. The application is available online at www.csi.cuny.edu/registrar/onlineforms/graduateapplication.php4 and the deadline for submission is November 1st.
11. Two Clinical Experience Forms completed by a Physical Therapist are required to document clinical experience of at least 100 hours in the United States under the supervision of a licensed physical therapist, with a minimum of 50 hours in a hospital setting and the remainder 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.
12. All prerequisite requirements must be met prior to the starting date of the program in which the applicant is seeking admission.
13. An undergraduate grade point average (GPA) of 3.0 calculated from all college courses.
14. 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).

Note: While a 3.0 undergraduate GPA is required to apply to the DPT program, due to the competitiveness of acceptance to the program, this does not assure admission to the program.

Applications to the Doctorate in Physical Therapy (DPT) Program

Applicants to the DPT Program must complete the information online on the website and select the correct drop down boxes on the application form. The application is available at www.csi.cuny.edu/registrar/onlineforms/graduateapplication.php4.

Academic Progress through the Doctorate in Physical Therapy (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 dismissed from the program. 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. 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 full days of continuing 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 two required days of continuing education. 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 and Workshops
- National Student Conclave (APTA)
- National APTA Meetings (Annual Conferences or Mid-Winter Sections Conference)

**Doctorate in Physical Therapy (DPT) Degree Requirements**

The design of this curriculum is based on a strong, proven record of educating competent clinicians who practice within the widely diverse scope of physical therapy practice. The three-year DPT program will require 105 credits of graduate course work within the Physical Therapy curriculum. The breakdown of credits is 42 credits during the first year, 37.5 credits during the second year, and 25.5 credits during the final year of the program. Thirty-four weeks of full-time clinical internships are included within the curriculum. The formula for allocation of credits is one credit for each hour of lecture and one credit for every three hours of laboratory time. For example, a course that is six hours a week, three hours lecture, and three hours laboratory is allocated four credits. The formula for external clinical practicum is one credit for every two weeks of full-time clinical education experience. In sum: each student is expected to satisfactorily complete:

105 credits

First Examination
Second Examination
Four Clinical Affiliations
Publishable Research Project
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<th>Course No.</th>
<th>Course Title</th>
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82000 Intervention in Clinical Orthopedics II (Radiology & Imaging) 2 2 Spring, 2
PHT Orthotics & Prosthetics

83000 Differential Diagnosis & Intervention in Clinical Neurology 3 3 Spring, 2
PHT Musculoskeletal Examination & Intervention II 3 5 Spring, 2
85000 Proprioceptive Neuromuscular Facilitation 1 3 Spring, 2
PHT Pediatric Development 2 3 Spring, 2
88200 Cardiac Rehabilitation 2 3 Spring, 2
PHT Directed Research IV 1 3 Spring, 2
88800 Clinical Affiliation II 4.5 9 weeks Summer, 2
88600

Year Three
Course Course Title Credit Hours Semester
No. Number:
PHT Neurological Interventions II 2 4 Fall, 3
88000 Seminar in Departmental Organization and Management 3 3 Fall, 3
88100 Pharmacology & Systems Review 3 3 Fall, 3
88300 Musculoskeletal Examination & Intervention III 3 5 Fall, 3
88400 Electroneuromyography & Motion Analysis 2 2 Fall, 3
88500 Directed Research V 1 3 Fall, 3
90000 Clinical Decision Making 1 2 Fall, 3
88700 Topics in PT 1 3 Fall, 3
87200 Clinical Affiliations III 5 10 weeks Spring, 3
88950 Clinical Affiliations IV 4.5 9 weeks Spring, 3
89000

Total Credits Required: 105

Clinical Affiliations
The DPT Program has clinical affiliations with a variety of clinical sites which include:
A. Harry Moore School of New Jersey City University
Absolute Care Physical Therapy Group, PLLC
Active Recovery Physical Therapy
Advanced Physical Therapy
Advanced Physical Therapy, Inc.
Advanced S.P.O.R.T.S. PC
Alliance Hand and Physical Therapy
Axis Sports Medicine
BD Manual
Bella Physical Therapy, PC
Bellevue Hospital Center
Beth Israel Medical Center
BiCounty Physical Therapy and Rehabilitation
Blasczyk Physical Therapy
Block Institute
Blythedale Children's Hospital
Bodhizone PT
Bronx Lebanon Hospital
Bronx Physical Therapy
Brooklyn Hospital Center
Burke Rehabilitation Center
Carmel Richmond Nursing Home
Carolina Physical Therapy and Sports Medicine
Cascade Healthcare Community d/b/a St. Charles Med Ctr-Bend, St. Charles Medical Center - Redmond, Pioneer
Memorial Hospital - Prineville
Center for Discovery
Center for Physical Therapy
Central Park Physical Therapy
Cerebral Palsy of Middlesex County
Champion Sports Medicine
Chautauqua Physical Therapy, OT & SLP Professionals
Chelsea Physical Therapy
Children's Center of Monmouth County
Children's Health and Therapeutic Services, PLLC
Children's Rehabilitation Center
Children's Specialized Hospital
City Physical Therapy, PC
City Wide Health Facility
Clove Lake Health Care & Rehabilitation Center
Cobble Hill Health
Columbia Physical Therapy
Columbia Presbyterian Center for Sports
Community Physical Therapy
Concourse Rehabilitation & Nursing Center
Coney Island Hospital
Cooper's Kids, PLLC
DeVita/Becker Physical Therapy
Downtown Physical Therapy and Rehab Inc.
Dr. Indu Garg Medical and Physical Therapy
Easter Seals Hawaii Early Intervention Program
East Side Sports Physical Therapy, PC
Eger Health Care and Rehabilitation Center
Elite Physical Therapy
Elmhurst Hospital Center
Graduate Programs, Disciplines, and Course Offerings

EMH Physical Therapy
Essential Physical Therapy PLLC
Eurofitness Rehabilitation PT & OT, PLLC
European Physical Therapy
Finish Line Physical Therapy
First Cerebral Palsy of New Jersey
First Physical and Functional Rehabilitation
First Physical Therapy LLC
Fitness Forum Physical Therapy
Forme Rehabilitation
Fox Rehabilitation
Frank Nani, PT
Function First Physical Therapy, PC
Functional Physical Therapy, LLC, PC
Genesis Rehab Services
Golden Gate Nursing Home
Gouverneur Skilled Nursing Facility and Diagnostic and Treatment Center (NYCHHC)
Harlem Hospital Center
Heartshare Firststep Early Childhood Center
Heartshare School
Hebrew Academy for Special Children (HASC) - Woodmere
Helen Hayes Hospital
Henry Viscardi School
Herb Karpatkin Physical Therapy, PLLC
Herbert G. Birch Early Childhood Center (Birch Family Services) - Riverdale
Early Childhood Center)
Hillside School, The
Holy Name Hospital
Home Sweet Home Physical Therapy LLC
Hopewell Physical Therapy
Hospital for Special Surgery
Howard Head Sports Medicine
Hudson Valley Hospital Center
Indiana University Health Occupational Services
Integrated Physical Therapy
IPA Manhattan Functional Manual Therapy
Irving Orthopedics and Sports Medicine
Isabella Geriatric Center
Jack Sparacio, PT, PC
JAG Physical Therapy LLC
Jamaica Physical Therapy, PC
James J. Peters Medical Center (Bronx VA)
Jeffrey Sanoian PT, PC
Jersey Central Physical Therapy and Fitness
Jewish Home and Hospital (Bronx Division)
Jewish Home and Hospital for the Aged
JFK Medical Center (affiliate of Solaris Health System, NJ)
John A. Coleman School
Johnson and Johnson Physical Therapy
Kessler Institute for Rehabilitation
KidAbilities
Kinetic Physical Therapy
Kingsbrook Jewish Medical Center
Lawrence Hospital
Leaps and Bounds LLC
LEBA Therapeutics Services, Inc.
Lenox Hill Hospital
Life Care Centers of America - Northwest Division
Lighthouse International Child Development Center
Lincoln Medical and Mental Center
Long Island College Hospital
Long Island Jewish Medical Center
Lower Manhattan Physical Therapy
Lutheran Augustana Center Extended Care & Rehabilitation
Lutheran Medical Center
Madden Physical Therapy
Madison Physical Therapy
Magna Physical Therapy & Sports Medicine Center, LLC
Maimonides Medical Center
Manual Therapy Center
Masefield Physical Therapy
Mattia Physical Therapy and Rehabilitation LLC
Mercy Medical Center
Metro Athletic Medicine and Fitness PC, d/b/a Metro SportsMed
Metropolitan Hospital
Monmouth Rehab Professionals
Montefiore Medical Center
Montgomery Physical Therapy and Wellness (& Port Jervis Physical Therapy and Wellness)
Mount Sinai Medical Center
New Dimensions PT, PLLC
New Jersey Center of Physical Therapy
New York and Presbyterian Hospital (Columbia University Medical Center)
New York City Board of Education
New York Methodist Hospital
New York Spine Physical Therapy, PC
New York Sports and Physical Therapy Institute
North Bay Physical Therapy, Inc.
Northeast Spine and Wellness Center
Norwalk Hospital
NYU Hospital for Joint Diseases Orthopedic Institute
NYU Medical Center, Rusk Institute of Rehabilitation Medicine
Omni Rehab Center
One on One Physical Therapy
Orange Physical Therapy
Oshman & Barteck Physical Therapy PC
Outpatient Physical Therapy and Sports Rehabilitation
Outpatient Rehabilitation/Stamford Hospital
Palm Beach Institute of Sports Medicine and Physical Therapy
Park Sports Physical Therapy & Hand Rehabilitation
Parker Jewish Center
Parker Jewish Institute for Health Care and Rehabilitation
Peak Performance - Lynnbrook
Peak Performance - New Hyde Park
Pelvic Health & Rehabilitation Center
Performing Arts Physical Therapy
Phelps Memorial Hospital Center
Physical Therapy Plus LLC d/b/a Enfield Physical Therapy LLC
Physical Therapy Sports Rehabilitation
Physical Therapy Works
Physio Arts
Positive Beginnings, Inc
Premier Physical Therapy and Wellness
Prime Rehabilitation Services
Pro Motion Physiotherapy
ProActive Physical & Hand Therapy
ProCare Physical Therapy Sports Rehabilitation
ProCare Rehabilitation
Professional Ortho & Sports Physical Therapy
Professional Sports & Orthopedic Rehabilitation Associates, LLC
Quad Village Physical Therapy PC
Quality Care Rehab, Inc.
Queens Boulevard Extended Care Facility, Inc.
Queens Hospital Center
Ramsey Rehabilitation Inc.
Raritan Bay Medical Center
Rebound Physical Therapy & Rehabilitation Services
Recovery Physical Therapy
Reddy Care PT
Richmond University Medical Center
Ridgefield Physical Therapy
Riverwalk Physical Therapy
Rose F. Kennedy Children's Evaluation and Rehabilitation Center (CERC)
Saint Barnabas Hospital
Saint Elizabeth Ann's Health Care and Rehabilitation Center
Saint Joseph's Medical Center
Saint Joseph's School for the Blind
Saint Luke's Roosevelt Hospital
Saint Mary's Hospital for Children
Saint Peter's University Hospital
Santa Barbara Cottage Hospital
Saundra Perry Physical Therapy
Sea View Hospital Rehabilitation Center and Home
Select Medical Rehabilitation Services/Kessler Corp.
Select Rehabilitation
Sephardic Skilled Nursing & Rehabilitation Center
Shift Physical Therapy (formerly Performance PT)
Shoreview Nursing Home
Silver Lake Specialized Care Center
South Bay Sports Physical Therapy
Southampton Hospital
Special Strides, Inc.
Sports Physical Therapy of New York, PC
Sports Rehabilitation Center
Sports Therapy and Rehabilitation (STAR)
Sports Training Physical Therapy
Staten Island Physical Therapy
Staten Island University Hospital (SIUH)
Stepping Stone Day School
Stewart Scharfman Physical Therapy PC
Sunnyview Rehabilitation Hospital
SUNY Health Science Center at Brooklyn (SUNY-HSCB)
Sutton Place Physical Therapy
Texas Children's Hospital
Therapeutic Excellence
Therapy in Motion - Physical Therapy & Rehab Services, PC
TLC Clove Lake Physical Therapy, PC
TLC Rehab, Inc.
TriStar Rehab, Inc.
True Physical Therapy
Twin Boro Physical Therapy
UCP of NYC
Union Square Rehabilitation and Sports Medicine
United Cerebral Palsy Association of Nassau County, Inc.
United Cerebral Palsy - Brooklyn Children's Center
VA Hudson Valley Health Care System
VA-NY Harbor Health Care System: Brooklyn, NY, St. Albans
Village Center for Care on behalf of Village Nurs-ing Home
Visiting Nurse Service of New York
Volunteers of America
Westchester Square Physical Therapy
Program FAQS

What is the DPT?

The Doctor of Physical Therapy is the preferred entry level degree for all physical therapists. It is a clinical doctoral degree, like Podiatry and Dentistry. A long range goal of the American Physical Therapy Association is for all physical therapists to have a DPT degree. Different PT programs have different focuses within their curriculum. Compare the overall curriculum of the schools you are interested in. The degree granted upon graduation is determined by the institution, not the curriculum. Starting salaries are the same for any entry level degree. Hiring practices are based upon the individual, letters of recommendation and the reputation of the PT Program attended.

I'm a licensed physical therapist. Can I enroll in your DPT program?

The DPT Program is an entry-level, full time DPT curriculum. It is not a transitional DPT for physical therapists who have entered the profession with a bachelor’s or master's degree.

What do I do once I’m accepted?

You must reply to the CSI Admissions Office confirming that you are accepting a seat in the PT Program. Additional information on many aspects of the program, faculty, books, curriculum, schedules, etc., will be provided during orientation.

What are your graduation rates, employment rates and licensure exam passing rates?

<table>
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<tr>
<th>Year</th>
<th>Initial Class Size</th>
<th>Percentage of Graduates</th>
<th>Employed Six Months</th>
<th>Ultimate Licensure Exam Pass Rate</th>
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<td>100%</td>
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I'm an international student. What do I need to know about applying to the DPT program?

Translations and evaluation of transcripts from colleges outside the U.S. must be completed early in the application process. The Office of International Service at the College of Staten Island collects the documents and issues the I-20. Please refer to the graduate catalog or graduate application for more detailed information.

What if I'm an internationally trained Physical Therapist?

If you are qualified to work as a physical therapist in another country, you may not need to apply to our program. Contact the New York State Board of Physical Therapy to determine if your education allows you to take the National Physical Therapy Examination. If you do not hold a bachelor's degree, then you are not qualified for the examination. If you wish to become a licensed physical therapist in the U.S., then you must apply to an accredited physical therapy program. The College of Staten Island will require you to apply and enroll in our entire curriculum. We do not waive courses from other colleges or universities. You must also complete the 100 hours of clinical experience in the United States, Canada, Australia, or England.

May I meet with an advisor?

Members of the Physical Therapy faculty are available for counseling appointments. These appointments are only scheduled after receipt of our information packet. Please contact us with specific questions and days/times you are available. You may either write or call the department secretaries between the hours of 9:00 am to 5:00 pm at (718) 982-3153 at the College of Staten Island.

Do you offer informational Open House events? When is the next event scheduled?
The department Chair holds an Open House each fall semester as an informational session to answer questions on admissions, prerequisites and the admissions process. During the academic year the Program Director holds informal sessions in a group and individually.

**Physical Therapy Courses**

**PHT 70100  Clinical Anatomy**
6 hours; 4 credits
This course is an in-depth study of the human body, with emphasis on the neuromuscular and musculoskeletal systems.

**PHT 70200  Medical Terminology**
Online; 1 credit
This programmed computerized self-study will provide students with the ability to analyze medical terms, define basic terms and abbreviations used in documenting health records, and identify common terms related to diagnosis, therapies, and diagnostic tests.

**PHT 70300  Foundations of Patient Care**
4 hours; 2 credits
This course serves as an introduction to the physical therapy profession and includes the history and scope of physical therapy practice.

**PHT 70400  Introduction to Physical Therapy Practice & Ethics**
2 hours; 2 credits
This course examines the multifaceted role of the physical therapist in the health care delivery system. This required course provides a foundation that is designed to provide the student with educational theory and methodology, written and oral communication skills, code of ethics, and evidence-based practice.

**PHT 70500  Upper Extremity Kinesiology & Assessment**
4 hours; 2 credits
This course is an introduction to the application of anatomy for human movement, providing a foundation that is designed to provide the student with biomechanics, manual muscle testing, and goniometry of the upper extremities.

**PHT 70600  Psychosocial Aspects of Clinical Practice**
2 hours; 2 credits
This course is designed to increase understanding of the profound psychological and social impact that illness and disability can have on people with chronic illness and traumatic injury, providing a foundation that is designed to provide the student with an understanding of illness and disability within the psychosocial context.

**PHT 71000  Research Design**
2 hours; 2 credits
Introduction to the scientific methods of inquiry used in research and their meaning in physical therapy practice. This required course provides a foundation that is designed to provide the student with the basic understanding of the scientific method and research design as it relates to rehabilitation. Computer application to statistics will be addressed.
Prerequisites: PHT 70100, PHT 70200, PHT 70300

**PHT 72000  Human Physiology and Exercise Physiology**
4 hours; 4 credits
This course provides an overview of cellular structures and functions that regulate the body homeostasis from the point of cell division and genetic control of protein synthesis. This required course provides a foundation that is designed to provide the student with the knowledge of the physiological response at the molecular, cellular, and subcellular levels, and effects of exercise on the human body.
Prerequisites: PHT 70100, PHT 70200, PHT 70300, PHT 70400

**PHT 73000  Structure and Function of the Nervous System**
3 hours; 3 credits
This course provides an overview of microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurological process, and structural and functional relationships. It will provide the student with information related to organization and relationship within the nervous system, and establishes a background for later understanding of different neurological disorders.
Prerequisites: PHT 70100, PHT 70200

**PHT 74000  PT Interventions and Preventions**
6 hours; 4 credits
Basic concepts of mobility and exercise for prevention and restoration of function. This required course provides a foundation that is designed to provide the student with competency in therapeutic exercises.
Prerequisites: PHT 70100, PHT 70200

**PHT 75000  Physical Modalities - Clinical Decision Making and Application**
5 hours; 3 credits
Principles and practical application of thermal, mechanical, electromagnetic, and other energies in physical therapy are presented. This required course provides a foundation that is designed to provide the student with competency in the area of therapeutic modalities.
Prerequisites: PHT 70100, PHT 70200

**PHT 76000  Lower Extremity Kinesiology & Assessment**
4 hours; 2 credits
The structure and function of joints and muscles will be reviewed for the lower extremities and trunk. This required course provides a foundation that is designed to provide the student with competency in the area of joint motion, muscle function analysis, and performance of manual muscle testing and goniometry.
Prerequisites: PHT 70100, PHT 70200
PHT 77000 Directed Research I
3 hours; 1 credits
To provide students with the basic patterns of research from review of the literature to the design of multiple variable research involved in the clinical physical therapy environment. This required course provides a foundation that is designed to provide the student with the tools necessary to formulate a research proposal and prepare a proposal for IRB review.
Prerequisites: PHT 70100, PHT 70200

PHT 78000 Clinical Medicine for PT
3 hours; 3 credits
This course provides an overview of disease and injury with an emphasis on conditions encountered in physical therapy. This required course provides a foundation that is designed to provide the student with information related to etiology, development, clinical manifestations, and consequences of the disease in the area of clinical medicine.
Prerequisites: PHT 70100, PHT 70200

PHT 79500 Integumentary System: Assessment & Intervention
2 hours; 1 credit
The course focuses on evaluation and management of individuals with integumentary dysfunction. This required course provides a foundation that is designed to provide the student with competency in the area of integumentory care.
Prerequisites: PHT 70100, PHT 70200

PHT 80000 Introduction to Musculoskeletal Examination
1 hour; 1 credit
The purpose of this course is to introduce the principles of examination of the Musculoskeletal patient. The principles of mobilization will be reviewed to include historical and theoretical constructs. Students will observe faculty performing evaluations and basic mobilization techniques. This is the fourth of four clinical internship placements throughout the curriculum.
Prerequisite: PHT 76000

PHT 80100 Pulmonary Evaluation and Interventions
3 hours; 2 credits
The course is designed to promote clinical reasoning skills in the examination, assessment, and intervention of patients with pulmonary dysfunctions. This required course provides a foundation for examination and intervention for patients with respiratory conditions.
Prerequisites: PHT 70100, PHT 70200

PHT 80200 Clinical Education: Education Theories
2 hours; 2 credits
The course is designed to introduce the student to the principles and theories of educational strategies. This required course provides a foundation for clinical internship experiences.
Prerequisites: PHT 73000, PHT 74000, PHT 75000, PHT 78000

PHT 80300 Differential Diagnosis & Intervention in Clinical Orthopedics
2 hours; 2 credits
The course is designed to promote clinical reasoning skills in the assessment and intervention of patients with orthopedic dysfunctions. This required course is one of a sequence of courses that provides an advanced component of the sequential curriculum that is designed to provide the student with competency in the treatment of patients' orthopedic dysfunctions.
Prerequisites: PHT 73000, PHT 76000

PHT 80400 Introduction to Neurological PT
4 hours; 2 credits
Foundations, examination, and interventions for the treatment of disorders of the central nervous system. This required course is one of a sequence of courses that provides an advanced component of the sequential curriculum that is designed to provide the student with competency in the treatment of patients with CNS movement dysfunctions.
Prerequisites: PHT 73000, PHT 76000

PHT 80500 Musculoskeletal Examination I
4 hours; 2 credits
Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common lower-extremity orthopedic diagnoses. This required course is the first in a series of three courses for musculoskeletal examination and intervention that is designed to provide the student to evaluate musculoskeletal disorders.
Prerequisites: PHT 74000, PHT 76000, PHT 78000

PHT 80600 Clinical Affiliation I
6 weeks full-time; 3 credits
A clinical internship in an acute-care hospital setting. Under the supervision of a licensed physical therapist, the student will integrate and apply coursework to provide quality care in the evaluation and treatment of patients with a variety of diagnoses. This required course provides a foundation that is to provide the student with clinical experience. This course is graded Pass/Fail.
Prerequisites: PHT 80400, PHT 80500

PHT 80700 Proprioceptive Neuromuscular Facilitation
3 hours; 1 credit
The historical and theoretical framework of Proprioceptive Neuromuscular Facilitation (PNF) will serve as the foundation for learning these special exercise techniques. This required course is one in a sequence of courses that provides an advanced component in the area of therapeutic exercises.
Prerequisite: PHT 80600

PHT 80800 Differential Diagnosis in Neurological Evaluation
3 hours; 1 credit
A system of testing peripheral, central, and autonomic nervous system function will be presented with an emphasis on specificity and sensitivity of the tests. This required course provides the student with the competency in the area of testing individuals with peripheral and/or central nervous system dysfunctions.
Prerequisite: PHT 80600

**PHT 80900 Directed Research II**  
3 hours; 1 credit  
Complete the application needs for the Institutional Review Board of the College of Staten Island. Data collected and completion of research results. This required course provides the student with the ability to implement the proposed research project.  
Prerequisite: PHT 80600

**PHT 81000 Neurological Interventions I**  
5 hours; 3 credits  
This course includes a description of the principles of rehabilitation, etiology of spinal cord injury and traumatic brain injury, anatomical and physiological considerations, and understanding of special problems faced by adults with physical disabilities, evaluation and treatment techniques, an understanding of adapted equipment and wheelchairs, evaluation of the home environment, and appropriate modifications. This required course provides a foundation that is designed to provide the student with the ability to perform examination, evaluation, and intervention for patients with spinal cord injuries and traumatic brain injuries.  
Prerequisites: PHT 80800, PHT 80900

**PHT 81100 Cardiac Rehabilitation**  
3 hours; 2 credits  
The physical therapy management of individuals with cardiovascular dysfunction is covered in this course. Physical therapy evaluations and treatment approaches for cardiac patients. This required course provides continuation of the sequence of evaluation and intervention for patients with cardiorespiratory conditions.  
Prerequisites: PHT 72000, PHT 71000

**PHT 82000 Clinical Orthopedics II/Radiology and Imaging**  
3 hours; 3 credits  
Etiology and therapeutic management of selected orthopedic conditions of the upper extremity and introduction to radiology and imaging. This course provides a foundation that is designed to provide the student with the ability to perform examination, evaluation, and intervention for upper extremity joints in the musculoskeletal system, and an introduction to radiology and imaging.  
Prerequisites: PHT 80800, PHT 80900

**PHT 83000 Orthotics & Prosthetics**  
2 hours; 2 credits  
This course is designed to orient the student to the role and responsibilities of the physical therapist in the field of prosthetics and orthotics. This required course is designed to provide the student with competency in the postoperative management of the amputee and prosthetic and orthotic application in individuals requiring rehabilitation.  
Prerequisites: PHT 80600, PHT 80700, PHT 80800

**PHT 84000 Differential Diagnosis & Intervention in Clinical Neurology**  
3 hours; 3 credits  
This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems. This required course provides a foundation that is designed to provide the student with the competency to evaluate and treat neurological impairments.  
Prerequisites: PHT 80600, PHT 80700, PHT 80800

**PHT 85000 Musculoskeletal Examination II**  
5 hours; 3 credits  
Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common upper extremity orthopedic diagnoses. This course is the second in a series of three courses for musculoskeletal examination and intervention.  
Prerequisites: PHT 80600, PHT 80700

**PHT 86000 Directed Research III**  
3 hours; 1 credit  
Students will complete a research project and prepare for a publishable manuscript following protocol in the *Guide for Authors*. Progress toward completion of a publishable research project. This required course provides a foundation that is designed to provide the student with the ability to complete a research project and prepare a publishable research manuscript.  
Prerequisite: PHT 80900

**PHT 87000 Health Promotion through the Life Span**  
2 hours; 2 credits  
This course defines the role of physical therapy in health prevention, promotion, and wellness. This required course provides competency in the area of health promotion and wellness.  
Prerequisites: PHT 80600, PHT 80700, PHT 80900

**PHT 87200 Topics in PT**  
3 hours; 1 credit  
This required course will contain content as determined by the physical therapy faculty to enable the students to receive expanded content on one or more areas of physical therapy evidence-based practice. The topic(s) can vary as determined appropriate by the faculty and of specific interest to students. A student may repeat this course as an elective. Clinical Biomechanics and other topics may be covered as determined appropriate by faculty and interests of the student.  
Prerequisites: PHT 87000

**PHT 88000 Neurological Interventions II**  
3 hours; 2 credits  
Foundations, assessment procedures, and application of the classical therapeutic exercise with a neurophysiological basis for the treatment of adult and pediatric disorders of the central nervous system, with emphasis on the techniques taught by the Bobath (NDT). This required course is one in a sequence of courses designed to provide the student with competency in the area of treating clients with CNS movement dysfunctions.  
Prerequisite: PHT 81000
PHT 88100  Seminar on Organization and Management
3 hours; 3 credits
This course is designed to provide information and develop skills to manage an organized physical therapy service. This required course provides a foundation that is designed to provide the student with the skills and knowledge necessary to manage a physical therapy service.
Prerequisites: PHT 81000, PHT 86000, PHT 87000

PHT 88200  Pediatric Development and Assessment
3 hours; 2 credits
Through lectures, laboratory experiences, discussions, videos, and assigned readings, the student will be able to examine and understand normal and abnormal human development, and theory and practice of physical therapy intervention in developmental disabilities. This required course provides a foundation that is designed to provide the student with the competency and skills to evaluate and treat an infant or child with motor dysfunction.
Prerequisites: PHT 81000, PHT 84000

PHT 88300  Pharmacology and Systems Review
3 hours; 3 credits
This course provides an overview of previously covered physiology and pathophysiology of different body systems and provides a rationale for the use of drugs and other available treatment in different diseases. This required course provides a foundation that is designed to provide the student with competency in the area of pharmacology.
Prerequisites: PHT 81000, PHT 85000

PHT 88400  Musculoskeletal Examination III
5 hours; 3 credits
Advanced management of the spine, including selective tissue testing techniques. This required course is the third in a series of three courses for musculoskeletal examination and intervention.
Prerequisites: PHT 84000

PHT 88500  Electroneuromyography & Motion Analysis
2 hours; 2 credits
This course provides the student with the physiological basis and techniques of the electrodiagnostic evaluation of the neuromuscular system through the use of nerve conduction studies and needle electromyography. This required course is one in the sequence of required courses that provides an advanced component of the sequential curriculum to provide the student with competency in neurological evaluations.
Prerequisites: PHT 81000, PHT 84000

PHT 88600  Clinical Affiliation II
9 weeks; 4.5 credits
A ten-week affiliation at a facility that will serve to further refine and enhance students' skills while building on past clinical experiences. This required course provides a foundation that is designed to provide the student with competent clinical skills.
Prerequisites: PHT 88000, and PHT 88200

PHT 88700  Clinical Decision Making
2 hours; 1 credit
This seminar will bring students together to integrate clinical decision making through case studies, case scenarios, administrative issues, and the resolution of conflict within the workplace. This required course provides a foundation for the student to resolve conflict, and plan effective critical decisions in the clinic and administrative environments.
Prerequisite: PHT 88000

PHT 88800  Directed Research IV
3 hours; 1 credit
Implement the research project at the locations designated and start data collection once all IRB approval(s) are in hand. This required course provides a foundation that is designed to provide the student with the skills necessary to plan and implement clinical research.
Prerequisite: PHT 88600

PHT 88950  Clinical Affiliation III
10 weeks; 5 credits
This is the third of four clinical internship placements throughout the curriculum. This course provides a foundation that is designed to provide the student with competent clinical skills.
Prerequisites: PHT 88600, PHT 88000

PHT 89000  Clinical Affiliation IV
9 weeks; 4.5 credits
This is the fourth of four clinical internship placements throughout the curriculum. This course provides a foundation that is designed to provide the student with competent clinical skills.
Prerequisite: PHT 88950

PHT 90000  Directed Research V
3 hours; 1 credit
Implement the research project at the locations designated and start data collection once all IRB approval(s) are in hand. This required course provides a foundation that is designed to provide the student with skills to conduct and report research, both written and orally.
Prerequisite: PHT 88000

Master of Social Work (MSW)

Program Director:  Professor Christine Flynn Saulnier
Building 2A, Room 201G
Telephone:  718.982.2020
Email:  christine.flynn@csis.cuny.edu

The purpose of the Master of Social Work (MSW) program is to educate students for advanced, urban social work practice in the community, region, and worldwide, with an emphasis on meeting the needs of people with disabilities. Social work is a profession that strives to create a just and equitable world for the future of humanity. Guided by a code of ethics, social work is committed to ending oppression, embracing diversity, and ensuring that individuals, communities, and organizations function at an optimal level. The College of Staten Island is located on the former campus of the Willow-
brook State School, an institution for people with developmental disabilities that was closed due to inhumane conditions and inadequate management. Given the history of Willowbrook State School, it is part of the mission of the MSW program at the College of Staten Island to develop a rigorous academic program that educates professionals who respond to the needs of former Willowbrook residents and clients, the larger disabilities communities, and others who live on Staten Island and in the region.

The curriculum is guided by the Council on Social Work Education (CSWE) (the accrediting body for social work education programs) and the State of New York Education Department. The MSW program totals 60 credit hours including four internship courses. The Advanced Standing MSW program totals 30 credit hours including two internship courses for those who earned a baccalaureate degree in social work within the past five years from a program accredited by CSWE. Credit is not granted for life or work experience.

The advanced curriculum is grounded in a social constructionist perspective aimed at addressing issues of oppression and discrimination, promoting social and economic justice, creating an inclusive and barrier-free society, and developing a positive identity for people with disabilities. While acknowledging that physical, sensory, intellectual or psychological impairments may cause individual functional limitations, this theoretical perspective recognizes that these do not necessarily have to lead to disabilities unless society fails to ensure inclusion and acceptance of people with individual differences. It is understood that the concept of disabilities will vary according to cultural expectations and values, history and sociopolitical context. Therefore, while the curriculum includes content on traditional (i.e., medical model) assessment, diagnosis and intervention, it is balanced by critique of this model, and focused on knowledge and skills grounded in a social constructionist perspective.

The MSW program has been approved by the New York State Education Department as meeting the educational requirements to sit for the Licensed Master of Social Work exam and licensure in New York State, upon graduation. Students will also take the 12 credits of clinical content needed to pursue clinical licensure.

Master of Social Work (MSW) Mission and Goals

Mission
Consistent with the mission of the College and the values of the profession of social work, the Master of Social Work program at the College of Staten Island, The City University of New York is committed to excellence in teaching, service, and the creation and dissemination of knowledge. The MSW program educates social workers at an advanced level from a critical disabilities perspective to employ transformative social work practices with people with disabilities. Acknowledging our global interconnectedness, we strive to understand and address the experiences of diverse people and societies; foster human and community well-being; and, create a world that is socially and economically just and equitable.

Goals
1. Graduates will have the knowledge, skills and values for advanced, urban, transformative social work practice with people with disabilities on Staten Island, the region and beyond.
2. Graduates will be competent, culturally sensitive advanced professional practitioners who engage with people to meet basic survival needs for food, clothing, shelter, and livelihood.
3. Graduates will be able to apply advanced social work knowledge, skills and values to informed action with individuals, families, groups, organizations, communities, and the greater society.
4. Graduates will have the advanced knowledge, skills, and values to work toward a just and equitable society.
5. Graduates will be motivated and prepared for advanced social work practice with an understanding of the importance of continued self-reflection and professional development throughout their social work career.

Master of Social Work (MSW) Admission Requirements

General Admission Requirements
Admissions requirements for the Master of Social Work degree include a Bachelor’s degree from a regionally accredited institution. Overall GPA must be at least 3.0. Applicants must have completed a statistics course by the time they are admitted in the fall. A personal statement and resume are required. Applicants must supply three letters of recommendation from instructors or employers. An interview may be required.

Advanced Standing Admissions (BSW/BSSW)
Students who graduated with a Bachelor’s degree in Social Work from a CSWE accredited program within the past 5 years are waived of all foundation year courses in which they earned a B or better in their undergraduate program. Advanced standing students must complete 720 field internship hours while at the College of Staten Island, and are credited with 480 hours from their BSW/BSSW program. Students who completed less than 480 hours in their BSW/BSSW program will have to make up the necessary field hours in their advanced year internship placement.

Transfer Students
Students who wish to transfer from another CSWE accredited Master of Social Work program will have their transfer credits evaluated by the Admissions Committee. MSW students may transfer up to 12 credits and up to 480 hours of field internship (the equivalent of foundation year internship). Advanced Standing students may transfer up to 9 credits (6 elective credits and 3 advanced individual or advanced group practice credits). All advanced year field internships, advanced year seminars and concentration courses must be taken in residence at the College of Staten Island.
Foreign Degrees
Those with baccalaureate degrees from non-English speaking universities must also take the TOEFL examination and achieve a minimum score of 600 on the paper-based version (out of a total of 677 possible points) or 100 on the computer-based version (out of 120 possible points). Students with Bachelor degrees in Social Work from foreign universities will have to obtain an evaluation of their degrees through the Council on Social Work Education. CSWE will determine whether or not the degree is equivalent to a CSWE accredited Bachelor of Social Work degree. If CSWE determines that the degree is equivalent, the student will be considered for admission to the Advanced Standing program. If CSWE determines that the degree is not equivalent to a CSWE accredited degree, the student will be considered for the MSW program.

The Admissions Committee will determine acceptance into the program. One member of the Admissions Committee will serve as the affirmative action designee responsible for seeing that students traditionally underrepresented in graduate programs will have opportunities to apply and to be accepted into the program.

Master of Social Work (MSW) Dismissal, Probation, Continuation and Graduation
Academic requirements for MSW students are somewhat different from those of students in other programs. Faculty are expected to act as gatekeepers to the profession, ensuring graduates meet not only the academic expectations of the profession, but also the professional expectations. CSWE refers to this as professional performance. Students in both the classroom and field are expected to behave in a manner that is respectful of clients, of other students, staff, and faculty, and to conduct themselves in accordance with the NASW Code of Ethics. Failure to do so is a strong indicator of a lack of readiness for entry into the social work profession and consequently may result in termination from the program.

To support academic and professional advisement, each student admitted to the MSW program will be assigned a full-time social work faculty member to serve as the academic and professional advisor for the student for their remaining stay at the College. Students are also informed that they must make an appointment to see their advisor every semester, prior to registration, to assure that the student is making the appropriate choices in pursuit of the MSW degree. Of course, social work academic advisors are available throughout every semester for any concerns or questions students may have regarding their studies or matters related to their professional development.

If a student is not performing to academic or professional expectations, or is unable to master the required knowledge or skills, or has violated the ethical standards of the profession, the academic advisor will report the difficulties to the MSW Program Director. Difficulties specifically relating to field placement will also be reported by the Field Liaison to the Director of MSW Field Education. Regardless of where difficulties arise, it is the responsibility of the faculty, faculty advisor and/or Field Liaison to request a meeting of the Social Work Program’s Academic Review Committee. The Academic Review Committee may impose specific conditions to support the student in succeeding academically and professionally, place the student on probation or terminate the student from the program.

Cumulative Grade Point Average
To be awarded a master’s degree, a graduate student must finish the program with a cumulative Grade Point Average (GPA) of 3.0 (B) or better.

Probation
Students may be placed on probation for academic or professional reasons. Graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. Students on academic probation must raise their GPA to 3.0 within the next semester to continue in the MSW program. Graduate students whose GPA remains below 3.0 at the end of the probationary semester will be allowed to continue in the MSW program only upon successful review by the Academic Review Committee. This policy is applicable no matter the number of credits earned by the student. Students who have been identified as not meeting professional requirements of the program may also be placed on probation by recommendation of the Academic Review Committee.

Continuation
Graduate students whose GPA falls below 2.7 will not be eligible for graduation, and will not normally be permitted to continue in the MSW program. These students will only be allowed to continue in the MSW program upon successful review by the Academic Review Committee. Students who receive less than a B in any practice or seminar course, or who do not pass Field, can continue in the MSW program only upon successful review by the Academic Review Committee. Students who receive below a B in a practice or seminar course, or below a C in any other MSW course, cannot continue in any course for which the course is a prerequisite. For a course in which the minimum grade is not achieved, students can retake the course once if their GPA meets the criteria for continuation. An Advanced Standing student who fails a course might be required to remediate, depending on assessment by the Program Director and/or the Academic Review Committee.

Dismissal
A student referred to the Academic Review Committee for failing to meet academic and/or professional expectations may be terminated from the MSW program. If the Academic Review Committee determines that, in its academic and professional judgment, the student is not meeting the standards of the program and the profession at the level expected of a graduate social work student, and that the difficulty is unlikely to be resolved quickly and satisfactorily with a problem resolution plan, the MSW Program Director will notify the student by registered mail, within 14 days of the Committee meeting, that the student will be dismissed from the MSW program.

Readmission after withdrawal or dismissal
A student who withdraws in good standing is eligible for readmission within two years but must notify the Pro-
gram Director six weeks prior to the semester in which they intend to return. A student who withdraws or is dismissed due to not meeting minimum GPA expectations may reapply for admission during the regular spring admissions process to request fall readmission. The student will have to participate in an interview with the Admissions Committee and it must be determined that the student is capable of academic success. A student who is dismissed due to a serious violation of the NASW Code of Ethics or other professional misconduct will not be considered for readmission.

**Master of Social Work (MSW) Degree Requirements**

The College of Staten Island’s MSW curriculum is composed of 12 required courses, four internship courses providing 1200 hours (as is the norm for CUNY and other MSW programs), four integrative seminars, and one social work elective. The Advanced Standing MSW curriculum is composed of six required courses, two internships providing 720 hours, two integrative seminars and two social work electives. The curriculum combines both methods courses (Practice I, II, III, IV and V) and a field of practice concentration in disabilities (Practice with People with Disabilities Concentration I, II, III & IV). All courses, except integrative seminars, are 3-credit courses. As required by New York State regulation, all students will complete a capstone project; this will occur in the final semester integrative seminar and is described in that syllabus.

All courses were developed specifically for this program. In addition, there are graduate courses across the College of Staten Island and at the CUNY Graduate Center that students may be allowed to take as electives. The MSW program extends the same privilege to allow graduate students in the College of Staten Island and CUNY graduate programs to take our MSW electives.

Each course is designed specifically to fulfill the content area requirements mandated by the State’s regulations and national accreditation standards.

As part of the curriculum, MSW students must meet the requirement for 1200 hours of supervised internship placement. Advanced standing students must complete 720 hours while at the College, and are credited with 480 hours from their BSW/BSSW program. Students who completed less than 480 hours in their BSW/BSSW program will have to make up the necessary field hours in their graduate placement. All students must adhere to the NASW Code of Ethics.

### Requirements: 60 credits

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SWK 600</td>
<td>MSW Research I</td>
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<td>SWK 602</td>
<td>MSW Research II</td>
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<td>SWK 605</td>
<td>Ethics and Diversity</td>
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<td>SWK 670</td>
<td>MSW Social Welfare Policy</td>
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<tr>
<td>SWK 650</td>
<td>MSW Social Work Practice I: Practice with Individuals, Couples, and Families</td>
<td>3 credits</td>
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<td>SWK 660</td>
<td>MSW Social Work Practice II: Practice with Groups</td>
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<td>MSW Social Work Practice III: Practice with Communities and Organizations</td>
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<td>SWK 611</td>
<td>MSW Human Behavior in the Social Environment I (HSBE I): The Sociocultural Construction of the Human Experience</td>
<td>3 credits</td>
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<tr>
<td>SWK 612</td>
<td>MSW Human Behavior in the Social Environment II (HSBE II): Culture and Development Across the Life Course</td>
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<td>SWK 654</td>
<td>MSW Integrative Seminar I</td>
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<td>MSW Field Internship I</td>
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<td>MSW Field Internship II</td>
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<td>SWK 750</td>
<td>MSW Advanced Social Work Practice IV: Advanced Social Work Practice with Individuals, Couples &amp; Families</td>
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<td>MSW Advanced Social Work Practice V: Advanced Social Work Practice with Groups</td>
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<td>SWK 732</td>
<td>Introduction to Disability Studies for Social Work</td>
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<td>SWK 734</td>
<td>Social Work Practice with Children with Disabilities</td>
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<td>Social Work Practice with Older People with Disabilities</td>
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**Advanced Standing Requirements: 30 credits**

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<td>Social Work Practice with Elders with Disabilities</td>
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Two MSW electives chosen in consultation with an advisor

Social Work Courses

SWK 600 MSW Research I
3 credits; 3 hours
First in a two course sequence. This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis in the course is on equipping students with the research knowledge and skills needed to engage in the evidence based practice process at all levels of social work practice. As part of that process, students learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research.
Prerequisite: Admission to the MSW program

SWK 602 MSW Research II
3 credits; 3 hours
Second in a two course sequence. This course deals with evaluating and applying standard social science methods to a student-designed research project. Qualitative and quantitative data collection and analysis methods are explored. Descriptive and inferential statistics are presented. The course covers data collection, data preparation and computer assisted analysis. It reviews the basic skills required to evaluate and write research reports including graphic and statistical analysis and presentation. This course fosters an appreciation for diversity and fosters an awareness and sensitivity for social work practice research with diverse groups based on multiple dimensions including race, ethnicity, gender, sexual orientation, and disability.
Prerequisite: SWK 600

SWK 605 Ethics and Diversity
3 credits; 3 hours
Explores social work ethics and diversity. This course is directed to social work ethics addressing the moral quality of societal arrangements and the values and ethical principles that guide social policies that deal with the ethical obligations of society. Students will examine their self-identity, cultural and social patterns, and ideas regarding justice, oppression and privilege. The student will develop the analytical and critical skills necessary to assist clients with equal access to services within organizations and institutions. Particular focus is on institutional racism, sexism, homophobia/heterosexism, poverty, and other oppressive constructs.
Prerequisite: Admission to the MSW program

SWK 600 MSW Research I
3 credits; 3 hours
First of a two course sequence. Introduction to the sociocultural concepts that define the context of human experience. This course will explore the areas of culture, social structures, inter-group relationships and identity, concepts of ethnicity, race, class, gender, sexual orientation, religion, age, and disability. Students will learn how these variables impact the lives of groups, communities, families and individuals. The implications of a sociocultural construction of the human experience for social work practice will be explored. This course will examine the uses and misuses of power in constructing social identities and social meanings as well as personal and group experiences. It will explore how social identity and position affect access to services and resources.
Prerequisite: Admission to the MSW program

SWK 612 MSW HSBE II: The Culture and Development Across the Life Course
3 credits; 3 hours
Second course in a two course sequence. This course explores similarities and differences in development across cultures. Emphasis will be placed on developing an understanding of the interaction between the biological/maturational aspects of development and the way cultural values, ideals and practices shape, and give meaning to, development. The course will use a history of ideas approach to explore the continuing debate on the intersection between universalist and cultural pluralist approaches to understanding development, and the relevance to social work practice. Students will use a global perspective to develop the ability to use paradigm development and critical thinking skills in their practice with clients.
Prerequisite: SWK 611

SWK 630 Topics in Intimate Partner Violence
3 credits; 3 hours
Addresses intimate partner violence (IPV) which continues to be a persistent social problem, tragically affecting large segments of our population. As social workers and other human services workers may encounter families experiencing IPV in a variety of settings, the focus of this course will be on models of service delivery to address the impact of IPV across the lifespan including children exposed to IPV, dating violence, and older women. Because women are disproportionately affected by IPV, there will be an emphasis on the special needs of this population. The course will provide an overview of conceptual models of violence, consider risk factors and trauma affects of victimization, and discuss interventions from various societal institutions including social services, criminal justice, health and mental health, and education. Theories for abusive behavior including socio-cultural theories, psychological theories, and ecological frameworks will be reviewed. The intersectionality of culture, ethnicity, place, age, (dis)ability, sexual orientation, immigration status and other global issues will be addressed.
SWK 650 MSW Social Work Practice I: Social Work Practice with Individuals, Couples & Families I

3 credits; 3 hours
First of three foundation social work practice courses. The course provides an introduction to knowledge, skills and values of practice with diverse individuals and families. The course emphasizes engagement, assessment, intervention, prevention, and evaluation of practice. Skills include interviewing and recording skills, case analyses, use of self and communication techniques. The NASW Code of Ethics is used to guide decision-making and practice. Focus includes identifying strategies that promote social and economic justice. A grade of B or better is required in this course.
Prerequisite: Admission to the MSW program
Corequisites: SWK 654 and SWK 655

SWK 654 MSW Integrative Seminar I
1 credit; 1 hour
First of two foundation integrative seminar courses. This course is designed to support the educational focus of students' agency-based practicum. The sessions assist students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practice education beyond their individual placements and gain a basic understanding of social work practice in diverse settings. The Field Seminar must be taken concurrently with the Internship. A grade of B or better is required in this course.
Prerequisite: Admission to the MSW program
Corequisites: SWK 650 and SWK 655

SWK 655 MSW Internship I
2 credits; 2 hours
First of two foundation social work internship/practicum courses. Students are placed in a social work setting for 16 hours per week for a total of 240 hours each semester. Students will work under the supervision of an LMSW who provides guidance for learning in cooperation with the student's faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principals from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar.
Prerequisite: Admission to the MSW program
Corequisites: SWK 650 and SWK 654

SWK 660 MSW Social Work Practice II: Social Work Practice with Groups
3 credits; 3 hours
The second of three foundation courses in social work practice that provide an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this second course emphasizes the development of group work skills and analyses, focusing on the use of self, communication techniques, and the problem-solving process in groups varying from those intended to provide supportive counseling to those designed to meet social action goals. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity and other differences among those served. A grade of B or better is required in this course.
Prerequisite: SWK 650
Corequisites: SWK 674 and SWK 675

SWK 665 MSW Social Work Practice III: Social Work Practice with Communities & Organizations
3 credits; 3 hours
Third of three foundation courses in social work practice. The social work practice sequence provides an introduction to the basic theory and methods of generalist social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this third course emphasizes practice with organizations, neighborhoods and communities. Change strategies such as social action, legislative policy, citizen participation, advocacy and service development are explored. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity. A grade of B or better is required in this course.
Prerequisite: SWK 650
Corequisites: SWK 754 and SWK 764

SWK 670 MSW Social Welfare Policy
3 credits; 3 hours
Introduces students to the evolution of social welfare beginning with early human societies through to current day social welfare systems in the United States and globally. The course examines issues surrounding the development, implementation and evaluation of social welfare policies. Students are introduced to a framework for policy analysis and advocacy. The course is designed to help social workers learn to work effectively within the social welfare system and fulfill their ethical obligation to promote social and economic justice.
Prerequisite: Admission into the MSW program

SWK 674 MSW Integrative Seminar II
1 credit; 1 hour
Second of two course foundation integrative seminar courses. This course is designed to support the educational focus of students' agency-based practicum. The seminar meets weekly over the course of the first year foundation practicum placement. The course assists students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practice education beyond their individual placements and
gain a basic understanding of social work practice in diverse settings. The Field Seminar must be taken concurrently with the Internship. A grade of B or better is required in this course.

Prerequisite: A grade of B or better in SWK 654
Corequisites: SWK 660 and SWK 675

SWK 675 MSW Internship II
2 credits; 2 hours
Second of two foundation social work internship/practicum courses. Students will be placed in a social work setting for 16 hours per week for a total of 240 hours each semester. Students will work under the supervision of an LMSW who provides guidance for learning in cooperation with the student's faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principals from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar.

Prerequisite: P in SWK 655
Corequisites: SWK 660 and SWK 674

SWK 680 Immigration and Social Work Practice
3 credits; 3 hours
Explores the global dimensions of refugee and immigrant status. This course will increase students' awareness of working with immigrants and refugees by exploring the knowledge that social workers must have to work effectively with newcomer populations of Staten Island. Students will gain working knowledge of various experiences people may have prior to arrival in the United States, as well as cultural adjustment, culture shock, post-traumatic stress, and war and refugee trauma. Advanced social work students of the 21st century are required to utilize a global, multicultural lens when working with consumers in the macro, mezzo and micro domains. Newcomers to the U.S. need social workers with specific expertise to serve the communities in which they reside. The course will help develop that expertise.

SWK 682 Social Work and Child Welfare
3 credits; 3 hours
Introduces knowledge and skills needed for practice in the field of child welfare. The course content includes an overview of relevant historical, legal, theoretical, research material as well as policy issues related to the child welfare system at the state and national levels. Students will learn the importance of advocating for social justice within a bureaucratic system as well as various alternatives to traditional foster care that exist in the United States. Discussions of the influence of racism, poverty and the media on child welfare will be integrated throughout the course. Student learning will focus on prevention, reporting, and investigation of child abuse and neglect, family preservation, out-of-home care, adoption, and services for adolescents. Students will learn to evaluate the impact of policies and to propose change in ineffective policies and service organizations.

SWK 684 Drugs and Alcohol
3 credits; 3 hours
Advanced theory elective focused on integration and application of theory to social work practice in the area of alcohol and drugs. This course focuses on the social reality of drug use, and drug users, within contemporary society and includes an historical analysis of the social construction of drug use, drug users, misuse, and theories of addiction. The course examines the complex relationships among individual and group behavior, and social structure. Students analyze social learning, labeling, power, and inequality. Special attention is given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on “doing something about drugs.”

SWK 686 Human Sexuality and the Helping Professions
3 credits; 3 hours
An examination of human sexuality from historical and diverse perspectives to increase the helping professional's ability to respond effectively to human sexuality issues. To accomplish this, the student will be helped toward understanding and becoming comfortable with her or his own sexuality and sexual behavior. This course will be taught with an emphasis on the ways that laws, policies, culture, and mores work to control, constrain and influence human sexuality. Topics covered in the course include: anatomy and reproduction; sexual development; sexual behavior; sexual orientation; gender identity and expression; sexual victimization; sex work; sexual rights as human rights; forced and/or early marriage of girls; bodily integrity; family planning; HIV and STIs; stigmatized sexualities; and, sexual pleasure.

SWK 732 Introduction to Disability Studies for Social Work
3 credits; 3 hours
First of four courses in the Social Work with People with Disabilities concentration. It introduces the student to the emerging, multidisciplinary field of disabilities. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements, eugenics, policy that impacts people with disabilities, legal issues, self-advocacy, and disability culture. This course provides the foundation for the three courses on social work practice with people with disabilities across the life span.

Prerequisite: Admission to the MSW program

SWK 734 MSW Social Work Practice with Children and Disabilities
3 credits; 3 hours
Second of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on children that addresses human variences referred to as “disabilities” within the context of social service agencies and legislation. The social construction model utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for children with disabilities. The intersectionality of disability and other diversity factors will be explored critically. A grade of B or better is required in this course.
Prerequisite: Completion of the foundation year of the MSW program or Advanced Standing status

**SWK 736 MSW Social Work Practice with Adults with Disabilities**

3 credits; 3 hours

Third of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on social work practice with adults with disabilities. It addresses types of human vari-ances referred to as "disabilities" from a social constructionist framework. The social construction framework utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for adults with disabilities. The intersectionality of disability and other diversity factors will be explored critically. A grade of B or better is required in this course.

Prerequisite: Completion of the foundation year of the MSW program or Advanced Standing status

**SWK 738 MSW Social Work Practice with Older People with Disabilities**

3 credits; 3 hours

Fourth of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on social work practice with elders with disabilities. It addresses types of human vari-ances referred to as "disabilities" from a social constructionist framework. The social construction framework utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for older people with disabilities. The intersectionality of disability and other diversity factors will be explored critically. A grade of B or better is required in this course.

Prerequisite: Completion of the foundation year of the MSW program or Advanced Standing status

**SWK 750 MSW Advanced Social Practice IV: Advanced Social Work Practice with Individuals, Couples & Families**

3 credits; 3 hours

Advanced social work practice with individuals, couples and families. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with individuals, couples and families requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, couples and families. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Crisis intervention, brief and long-term psychotherapy and counseling, client-centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines. A grade of B or better is required in this course.

Prerequisite: SWK 650 or Admission to Advance Standing program

**SWK 754 MSW Field Internship III**

3 credits; 3 hours

First of two advanced year field internship courses. Students are placed in a social work setting that specializes in an area of disabilities – physical, developmental, and/or mental health – for 24 hours per week for a total of 360 hours per semester. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at the College of Staten Island. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting. This course is graded Pass/Fail.

Prerequisite: Admission to the Advanced Standing or successful completion of the first year curriculum.

Corequisites SWK 655 and SWK 764

**SWK 755 MSW Field Internship IV**

3 credits; 3 hours

Second of two advanced year field internship courses. Students continue in their placements in a social work setting that specializes in an area of disabilities – physical, developmental, and/or mental health – for 24 hours per week for a total of 360 hours per semester. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at the College of Staten Island. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting.

Prerequisite: P in SWK 754

Corequisites SWK 750 or SWK 760 and SWK 765

**SWK 760 MSW Advanced Social Practice V: Advanced Social Work Practice with Groups**

3 credits; 3 hours

Advanced social work practice with groups. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with groups requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of group members. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment,
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diagnosis, and group intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Group interventions, including brief and long-term group psychotherapy and counseling, client centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines. A grade of B or better is required in this course.

Prerequisite: SWK 660 or Admission to Advance Standing program

SWK 764 MSW Integrative Seminar III
1 credit; 1 hour
First of two advanced integrative seminar courses. This course supports the educational focus of students’ agency-based internship. The course assists students in applying in their agencies the knowledge acquired throughout the MSW advanced curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in diverse settings. A grade of B or better is required in this course.
Corequisite: SWK 655 and SWK 754

SWK 765 MSW Integrative Seminar IV
2 credits; 2 hours
Second of two advanced integrative seminar courses. The integrative seminar is designed to support the educational focus of students’ agency-based internship. The seminar assists students in applying in their agencies the knowledge acquired throughout the MSW curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain an understanding of social work practice in diverse settings. A capstone project required for graduation is submitted in this course. A grade of B or better is required in this course.
Corequisites: (SWK 750 or SWK 760) and SWK 755
Graduate Courses in Selected Disciplines 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:

<table>
<thead>
<tr>
<th>Graduate Topics in XYZ:</th>
<th>XYZ 800-890 (1-4 hours; 1-4 credits)</th>
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</thead>
<tbody>
<tr>
<td>Independent Study in XYZ:</td>
<td>XYZ 891 (1 credit), XYZ 892 (2 credits), XYZ 893 (3 credits), XYZ 894 (4 credits)</td>
</tr>
</tbody>
</table>

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 610      Genetics for Secondary School Teachers
4 hours; 4 credits
A study of the mechanical and molecular basis of inheritance. This course will discuss patterns of inheritance including linkage and chromosome mapping; cytogenetics; molecular genetics; and non-chromosomal inheritance, the nature of the gene, and the history of the foremost ideas in genetics.
Prerequisite: Bachelor’s degree with a major in a biological or physical science

BIO 620      Molecular Biology for Secondary School Teachers
4 hours; 4 credits
This course offers a general survey of cell structure and function in molecular terms, with current concepts emphasized throughout. Topics include the role of protein-ligand interactions in cell function, gene organization and control, cell membranes and membrane transport mechanisms, cell organelles, the molecular basis of contractility, chemical recognition and response mechanisms in cells of the immune system, molecular events at chemical synapses, hormones and other chemical messengers.
Prerequisite: Bachelor’s degree with a major in a biological or physical science

BIO 625      Developmental Biology for Secondary School Teachers
4 hours; 4 credits
Differentiation and growth of organisms from the egg to the adult, including gametogenesis, fertilization, cleavage, and morphogenesis. Emphasis is placed on vertebrate development (amphibian and avian); selected invertebrates are also studied.
Prerequisite: Bachelor’s degree with a major in a biological or physical science

BIO 630      Animal Physiology for Secondary School Teachers
4 hours; 4 credits
Study of the life processes of multicellular organisms including principles of homeostasis, composition of body fluids, transport processes, and neuro-endocrine mechanisms.
Prerequisite: Bachelor’s degree with a major in a biological or physical science

BIO 640      History of Natural Science for Secondary School Teachers
4 hours; 4 credits
A course designed for teacher education students, particularly those interested in science, mathematics, and the history of ideas. The course will discuss the important scientific developments since the Renaissance. The contributions of major figures, such as Copernicus, Galileo, Kepler, Harvey van Leeuwenhoek, Priestley, Schleiden, Schwann, Darwin, and Mendel, will be included. The relationship of their ideas to modern scientific thought and the social implications of their contributions will be discussed.
Prerequisite: Bachelor’s degree with a major in a biological or physical science
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

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 reproving of major theorems of Euclid. Non-Euclidean geometry: the concept of parallelism, its
history; the geometry of Bolyai-Lobachevsky; a comparison of hyperbolic and Euclidean properties. Prerequisite: MTH 233 or MTH 236 or permission of the department

MTH 627 Historical Perspectives on Mathematics Topics
(Also EDD 627)
3 hours; 3 credits
An examination of the historical origins and contemporary applications of mathematics topics selected from areas such as arithmetical computation, number theory, cryptography, graph theory, geometry, and probability. Emphasis on exploration, analysis, and problem solving. Intended for teachers who wish to extend their own knowledge of mathematics and enhance classroom pedagogy. Prerequisite: Two courses in fundamentals of mathematics (equivalent to MTH/SLS 217 and MTH/SLS 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 233 or MTH 236 or permission of the department

MTH 651 Functions of a Complex Variable
4 hours; 4 credits
Complex differentiation and the Cauchy-Riemann conditions. Complex integration and Cauchy's theorem. Cauchy's integral formulas and related theorems: Morera's theorem, Liouville's theorem, and maximum modulus theorem. Infinite series: Taylor's and Laurent series. The residue theorem. Evaluation of integrals and series. Conformal mapping. Prerequisite: MTH 233 or MTH 236 or permission of the department

MTH 679 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.
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.

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

Science Courses
SCI 602  Philosophy of Science  4 hours; 4 credits  

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 i

CSI Library Guidelines for Submission of the Master's Thesis

A finished Master's thesis is a scholarly work that is the product of extensive research and related preparation. The Library will make Master's theses publicly available to students, faculty, and outside researchers. For purposes of preservation, and to prepare them for bindery, theses must adhere to uniform standards of format and construction.

Number of Copies

Students submitting their approved thesis to the Library are asked to submit two copies, both of which must be signed by all members of the thesis committee, or by the program coordinator if no committee exists, on the thesis signature page. One copy will be kept in the Library archives; the other will become part of the circulating collection. Students wishing to copyright their thesis through an official agency must make their own arrangements to do so. (See U.S. Copyright Office website http://www.copyright.gov/)

Format

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

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

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

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

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

Abstract

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

Submission

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

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.

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<thead>
<tr>
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<tr>
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<tr>
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<tr>
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<td>2</td>
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<tr>
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<tr>
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</tbody>
</table>

*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: ____________________________

__________________________  
Signature of Academic Integrity Officer

__________________________  
Resolution of Case after Adjudication

__________________________  
Disciplinary Sanction

__________________________  
Signature of Faculty Member

__________________________  
Explanation of recommended sanction

__________________________  
Signature of Academic Integrity Officer

__________________________  
Date

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 ministerial students 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
- 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_discrimination.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, participate in or benefit from the educational institution’s programs or activities.

Responsibilities of the College Community-at-large

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

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

Confidentiality

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

**Making a Complaint of Discrimination**

Any applicant for employment or individual who is employed by or enrolled at the College of Staten Island may file a complaint of discrimination. The College places a strong emphasis on prompt action to resolve complaints alleging discrimination. Members of the College community who believe they have been discriminated against or harassed are strongly encouraged to report allegations as promptly as possible. Delay in making a complaint may make it more difficult for a unit of the College to investigate the allegations.

The complaint procedure applies to all job applicants and employees and in some instances, former employees of CSI. Students employed by the College have the right to equal employment opportunity in their capacity as employees.

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

**Whom to Contact**

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

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

**Applicable Laws**

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

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

**Policy Statement**

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

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

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

Accordingly, CUNY is committed to the following goals:

- Providing clear and concise guidelines for students to follow in the event that they or someone they know have been the victim of a sexual assault, domestic/intimate partner violence, or stalking.
- Assisting victims of sexual assault or abuse in obtaining necessary medical care and counseling, whether on- or off-campus.
- Providing the most informed and up-to-date education and information to its students about how to identify situations that involve sexual assault, do-
It is critical that victims of a physical assault receive immediate medical attention. In the event that the alleged perpetrator is a CUNY student or employee, 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 proceedings 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 encour-
ages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a "need to know" basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community. Such notification, however, will generally be done without divulging the victim's identity and for the purpose of providing a campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, medical reporting laws, and the Campus Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including sexual assault. However, this report does not include any information identifying the individuals (including the victims) linked to these crimes.

Policy Against Sexual Harassment
It is the policy of The College of Staten Island ("the College" or "CSI") to promote a cooperative work and academic environment in which there exists mutual respect for all College students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the College's Non-discrimination Policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the College.

Please access CSI's complete Policy Against Sexual Harassment here: www.csi.cuny.edu/diversity and compliance/sexual harassment.html

Prohibited Conduct
It is a violation of College policy for any member of the College community to engage in sexual harassment or to retaliate against any member of the College community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

Definition of Sexual Harassment
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

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

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

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

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

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

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

Confidentiality
The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the filing, investigation, or resolution of complaints should be handled as confidently 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, SS-210
(718) 982-3799
Hope Berte
Director, Human Resources, 1A-204
(718) 982-2379
Sondra Brandler, PhD
Associate Professor, Sociology, Anthropology and Social Work (SASW), 4S-234
(718) 982-3769
Christopher Cruz Cullari
Director, Center for Student Accessibility, 1P-101E
(718) 982-2510
Winnie Eng, PhD
Higher Education Officer Associate, Counseling Center, 1A-109E
(718) 982-2738
Calvin Holder, PhD
Professor, History, 2N-210
(718) 982-2880
Darryl Hill, PhD
Associate Professor, Psychology, 4S-112
(718) 982-3758
Fran Mitilieri
Assistant Athletic Director/Business Manager, Sports and Recreation, 1R-204J
(718) 982-3167

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

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

Procedures for Requesting an Accommodation
Students
A student should make an initial request for accommodation to the Center for Student Accessibility and provide appropriate supporting documentation. The Director of the Center for Student Accessibility may consult with appropriate college officials such as the instructor or provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

The Director of the Center for Student Accessibility, Christopher Cruz Cullari, may be contacted by phone: (718) 982-2510, or email: chris.cruzcullari@csi.cuny.edu (Center for the Arts, Building 1P, Room 101). The 504/ADA Compliance Coordinator, Danielle Dimitrov, Esq., may be contacted by phone: (718) 982-2250, or email: danielle.dimitrov@csi.cuny.edu (Building 1A, Room 103).

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

An employee should make any initial request for accommodation to his/her immediate supervisor. Alternatively, an employee may direct his/her request to the
Human Resources Director at the College. In either case, consultation between the employee's supervisor and the Human Resources Director should take place to determine whether the requested accommodation, or an alternate accommodation, is appropriate and should be implemented. Appropriate supporting documentation should be provided to the Human Resources Director. If the proffered accommodation is acceptable to the employee, the Human Resources Director should inform the 504/ADA Compliance Coordinator of the nature of the accommodation.

The Director of the Office of Human Resources, Hope Berté, may be contacted by phone: (718) 982–2379, or email: hope.berte@csi.cuny.edu (Building 1A, Room 204).

**Applicants for Employment**

As part of a standard acknowledgment letter, individual applicants are to be instructed to contact the College's Human Resources Director if an accommodation is needed to participate in the application/interview process. The Human Resource Director will make arrangements with the appropriate individuals to provide a reasonable accommodation.

**Visitors**

Brochures/flyers announcing specific public programs should include a statement identifying the person to contact if an accommodation is needed, and the 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**

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

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

**Applicants for Employment**

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

**Visitors**

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

**The City University of New York Workplace Violence Policy and Procedures**

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

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

**Policy**

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

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

**Scope**

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have com-
plaints 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 (Clery Act).

Responsibilities

1. Presidents

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

2. Campus Public Safety Office

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

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

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

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

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

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

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

Vicims 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 recom-
mended 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.
DIRECTIONS AND PARKING

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 observe all parking regulations. Decals are available from the Office of Parking & DolphinCard Services located in Building 3A, Room 106, telephone 718.982.2294. Students are sold permits for on-campus parking at the time of registration on a first-come, first-served basis. A detailed parking information booklet is available upon request. Speed limit: 25 mph.