CSi’s Graduate Programs

Master of Arts
- Cinema and Media Studies
- English
- History
- Liberal Studies

Master of Science
- Biology
- Computer Science
- Environmental Science
- Neuroscience, Mental Retardation, and Developmental Disabilities
- Nursing, Adult Health
- Nursing, Gerontological
- Physical Therapy

Master of Science in Education
- Childhood Education (Elementary)
- Adolescence Education (Secondary)
- Special Education

Sixth-Year Professional Certificate
- Education Administration and Supervision

Advanced Certificates
- Nursing, Adult Health
- Nursing, Gerontological

Doctor of Philosophy
- Computer Science (offered with the CUNY Graduate Center)
- Learning Processes (subprogram of the Psychology doctoral program at the CUNY Graduate Center)
- Neuroscience (subprogram of the Biology doctoral program at the CUNY Graduate Center)
- Physics (offered with the CUNY Graduate Center)
- Polymer Chemistry (offered with the CUNY Graduate Center and Brooklyn College)
MESSAGE FROM THE PRESIDENT

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

The College of Staten Island offers 17 graduate programs in the arts, sciences, technology, and education, and a chance to conduct research with the brand new CUNY Institute for Macromolecular Assemblies, which explores the underlying causes of disease. At the College, you will have the opportunity to study and work with an outstanding faculty, many of whom are intellectually renowned in their fields, on a state of the art campus offering access to computer labs, excellent scientific facilities, and modern communications. This combination of diverse degree programs, talented faculty, and superior facilities affords to CSI students an array of perspectives on our world. The possibilities for exploration are limitless.

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

Sincerely,

Marlene Springer
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar</td>
<td>6</td>
</tr>
<tr>
<td>About the College</td>
<td>7</td>
</tr>
<tr>
<td>Admissions</td>
<td>9</td>
</tr>
<tr>
<td>Tuition, Fees, and Expenses</td>
<td>11</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>13</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>16</td>
</tr>
<tr>
<td>Academic Services/Student Services</td>
<td>18</td>
</tr>
<tr>
<td>Programs and Degree Requirements</td>
<td>20</td>
</tr>
<tr>
<td>Biology</td>
<td>20</td>
</tr>
<tr>
<td>Cinema and Media Studies</td>
<td>23</td>
</tr>
<tr>
<td>Computer Science</td>
<td>26</td>
</tr>
<tr>
<td>Education</td>
<td>29</td>
</tr>
<tr>
<td>Childhood</td>
<td>30</td>
</tr>
<tr>
<td>Adolescence</td>
<td>32</td>
</tr>
<tr>
<td>Special</td>
<td>33</td>
</tr>
<tr>
<td>Sixth-Year Professional Certificate in Education Supervision</td>
<td>34</td>
</tr>
<tr>
<td>Nursing</td>
<td>52</td>
</tr>
<tr>
<td>Adult Health and Gerontological</td>
<td>52</td>
</tr>
<tr>
<td>Post-Master's Advanced Certificate in Adult Health Nursing</td>
<td>54</td>
</tr>
<tr>
<td>Post-Master's Advanced Certificate in Gerontological Nursing</td>
<td>54</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>56</td>
</tr>
<tr>
<td>Doctoral Programs</td>
<td>59</td>
</tr>
<tr>
<td>Computer Science</td>
<td>59</td>
</tr>
<tr>
<td>Learning Processes Subprogram in Psychology</td>
<td>59</td>
</tr>
<tr>
<td>Neuroscience Subprogram in Biology</td>
<td>59</td>
</tr>
<tr>
<td>Physics</td>
<td>59</td>
</tr>
<tr>
<td>Polymer Chemistry</td>
<td>59</td>
</tr>
<tr>
<td>Topics Courses and Independent Study</td>
<td>60</td>
</tr>
<tr>
<td>Graduate Courses in Selected Disciplines</td>
<td>60</td>
</tr>
<tr>
<td>New York State Registration</td>
<td>65</td>
</tr>
<tr>
<td>Directories</td>
<td>66</td>
</tr>
<tr>
<td>Index</td>
<td>68</td>
</tr>
<tr>
<td>Travel</td>
<td>69</td>
</tr>
</tbody>
</table>
# COLLEGE CALENDAR

## FALL 2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 30</td>
<td>Saturday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Sep 1</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>Sep 26-28</td>
<td>Friday-Sunday</td>
<td>No classes</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Wednesday</td>
<td>Last day to file for January 2004 graduation</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Monday</td>
<td>No classes</td>
</tr>
<tr>
<td>Oct 7</td>
<td>Tuesday</td>
<td>Classes follow Monday schedule</td>
</tr>
<tr>
<td>Oct 13</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>Oct 23</td>
<td>Thursday</td>
<td>Mid-term grades due</td>
</tr>
<tr>
<td>Nov 26</td>
<td>Wednesday</td>
<td>Classes follow Friday schedule</td>
</tr>
<tr>
<td>Nov 27-30</td>
<td>Thursday-Sunday</td>
<td>College closed</td>
</tr>
<tr>
<td>Dec 15</td>
<td>Monday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Dec 16-23</td>
<td>Tuesday-Tuesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>Dec 24</td>
<td>Wednesday</td>
<td>College closed, Winter Recess begins</td>
</tr>
<tr>
<td>Dec 25</td>
<td>Thursday</td>
<td>College closed</td>
</tr>
<tr>
<td>Dec 31</td>
<td>Wednesday</td>
<td>College closed</td>
</tr>
<tr>
<td>Jan 1</td>
<td>Thursday</td>
<td>College closed</td>
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## SPRING 2004

<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan 29</td>
<td>Thursday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Thursday</td>
<td>College closed</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Wednesday</td>
<td>Classes follow Monday schedule</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Monday</td>
<td>Last day to file for June 2004 graduation</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Monday</td>
<td>Mid-term grades due</td>
</tr>
<tr>
<td>Apr 2-13</td>
<td>Friday-Tuesday</td>
<td>No classes, Spring Recess</td>
</tr>
<tr>
<td>May 3</td>
<td>Monday</td>
<td>Last day to file for August 2004 graduation</td>
</tr>
<tr>
<td>May 19</td>
<td>Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 20-28</td>
<td>Thursday-Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 31</td>
<td>Monday</td>
<td>College closed</td>
</tr>
<tr>
<td>June 3</td>
<td>Thursday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
ABOUT THE COLLEGE

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

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

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

The College of Staten Island of The City University of New York was founded in 1976 through the union of two existing colleges — Staten Island Community College and Richmond College. Staten Island Community College, the first community college in the University, opened in 1955. Richmond College, an upper-division college offering undergraduate and graduate degrees to students who had successfully completed the first two years of college study elsewhere, was founded in 1965. The merger of these two colleges resulted in the only public four-year institution of higher learning on Staten Island.

THE CAMPUS

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

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

Fifteen works of art, a permanent collection of works either commissioned or purchased through the Art Acquisitions Program of the Dormitory Authority of the State of New York, are installed throughout the campus. Artists and the free-standing sculptures and reliefs are: Vincenzo Amato, Body of Hector/Glaucus; Miriam Bloom, Shooolilo; Fritz Bultman, Garden at Nightfall (extended loan); Chrysaa, 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 ultra-modern facility, the building contains classrooms, laboratories, faculty offices, research facilities for faculty and students, the Center for Environmental Science, and the Center for Developmental Neuroscience and Developmental Disabilities.

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

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

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

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

RESEARCH INSTITUTES AND CENTERS

The College of Staten Island hosts one CUNY-wide research institute.

Institute for Macromolecular Assemblies
Dr. Ruth Stark, Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 228

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

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

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

Center for Environmental Science
Dr. Alfred M. Levine, Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 310
The Center for Environmental Science, established in 1987, provides support for research and policy recommendations concerning environmental problems. One of the major purposes of the Center is to define and solve environmental problems on Staten Island and its environs through research that includes studies of respiratory diseases, toxic and carcinogenic chemicals in the air, and the population at risk for lung cancer.

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

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

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

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

Office of Recruitment and Admissions
North Administration Building (2A), Room 404
Director: Ms. Mary Beth Reilly
Telephone: 1.718.982.2010

Graduate Applications
Application booklets and information about the graduate programs may be obtained from the:
Office of Recruitment and Admissions
College of Staten Island / CUNY
North Administration Building (2A), Room 404
2800 Victory Boulevard
Staten Island, NY 10314
Telephone: 1.718.982.2010
Email: recruitment@postbox.csi.cuny.edu
www.csi.cuny.edu
You can download an application booklet from
www.csi.cuny.edu/graduates studies.

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

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

Applications are evaluated after all official transcripts and supporting documents have been received and applicants are notified by mail regarding their acceptance.

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

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

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

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

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

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

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

Immunization Requirement
New York State Public Health Law requires immunization against measles, mumps, and rubella for some students. All students born on or after January 1, 1957, who are enrolling for six or more equated credits must have proof of immunization on file at the College Health Center, Campus Center (1C), Room 112, one week prior to registration. Transfer students must request that their health records be transferred to CSI. Information and the immunization forms are available at the Health Center and the Registrar’s Office, and in the Schedule of Classes.
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DEGREE EARNED</th>
<th>GPA/COURSES</th>
<th>EXAMINATION</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (MS)</td>
<td>Baccalaureate degree in Biology or related discipline with required undergraduate biology courses</td>
<td>2.75 in all undergraduate courses, 3.0 in science and mathematics courses</td>
<td>GRE: general test, subject test in biology</td>
<td>Two letters of recommendation</td>
</tr>
<tr>
<td>Cinema and Media Studies (MA)</td>
<td>BA or BS in liberal arts or sciences</td>
<td>3.0 average in courses required for Cinema Studies BA or Communications BS at CSI or their equivalent, including CIN 100 or COM 150</td>
<td>GRE: general test</td>
<td>Three letters of recommendation; a one-page statement of intent; writing sample, 10-12 pages; (priority deadline: 4/15 (fall) 11/15 (spring))</td>
</tr>
<tr>
<td>Computer Science (MS)</td>
<td>BS in Computer Science or related discipline</td>
<td>3.0 average in major; calculus, linear algebra, probability; and seven computer science courses or equivalent</td>
<td>GRE: general test</td>
<td></td>
</tr>
<tr>
<td>Education, Childhood (Elementary) (MSEd)</td>
<td>For Sequence 1 and 2: Baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration; at least six approved credits each in English, history, mathematics, and science</td>
<td>For Sequences 1 and 2: 2.75 undergraduate average</td>
<td>Sequence 1: New York State Initial or Provisional Certification in childhood or elementary education, Sequence 2: None</td>
<td>Two academic or professional letters of recommendation; a one-two page letter of intent; priority deadlines: last Monday in April (fall), third Monday in November (spring)</td>
</tr>
<tr>
<td>Education, Adolescence (Secondary) (MSEd)</td>
<td>For Sequence 1: Baccalaureate degree in an appropriate major. For Sequence 2: Baccalaureate degree in an appropriate major or 32 approved credits in an appropriate subject area.</td>
<td>For Sequences 1 and 2: 2.75 undergraduate average</td>
<td>Sequence 1: New York State Initial or Provisional Certification in adolescence or secondary education, Sequence 2: None</td>
<td>Two academic or professional letters of recommendation; a one-two page letter of intent; priority deadlines: last Monday in April (fall), third Monday in November (spring)</td>
</tr>
<tr>
<td>Education, Special (MSEd)</td>
<td>For Sequences 1 and 2: Baccalaureate degree in a liberal arts and science major, or 36 credits in a liberal arts and sciences concentration; at least six approved credits each in English, history, mathematics, and science</td>
<td>3.0 undergraduate average, 12 credits in psychology with grades of 3.0</td>
<td>New York State Initial Certification in childhood or elementary education</td>
<td>For Sequence 2, beginning spring 2003, baccalaureate degree in liberal arts and sciences major or 36 credits in liberal arts courses, 3.0 undergraduate average</td>
</tr>
<tr>
<td>Education Supervision and Administration (6th-Year Professional Certificate)</td>
<td>Master’s degree</td>
<td>3.0 graduate average</td>
<td>Four years of teaching, three professional letters of recommendation, interview</td>
<td></td>
</tr>
<tr>
<td>English (MA)</td>
<td>BA with at least 32 credits in English</td>
<td>3.0 undergraduate average, 3.0 in English courses</td>
<td>None</td>
<td>Letter of intent, recommendations, and/or interview may be requested after initial review</td>
</tr>
<tr>
<td>Environmental Science (MS)</td>
<td>Baccalaureate degree</td>
<td>2.7 undergraduate average; 3.0 in science and engineering courses: chemistry, physics, calculus, and ecology</td>
<td>GRE: general test</td>
<td>Interview</td>
</tr>
<tr>
<td>History (MA)</td>
<td>Baccalaureate degree</td>
<td>3.0 undergraduate average, 3.0 in history courses</td>
<td>GRE: general test</td>
<td>Two academic letters of recommendation; letter of Intent</td>
</tr>
<tr>
<td>Liberal Studies (MA)</td>
<td>Baccalaureate degree</td>
<td>3.0 undergraduate average</td>
<td>None</td>
<td>Interview for conditional admission</td>
</tr>
<tr>
<td>Neuroscience, Mental Retardition, and Developmental Disabilities (MS)</td>
<td>Baccalaureate degree</td>
<td>3.0 undergraduate average in biology, mathematics, psychology, or other science courses; statistics</td>
<td>GRE: general test, subject test in biology, psychology, or other approved subject</td>
<td>Three letters of recommendation</td>
</tr>
<tr>
<td>Nursing, Adult Health (MS) Gerontological (MS) Dual Clinical Nurse Specialist/Nurse Practitioner Program</td>
<td>BS in appropriate major</td>
<td>3.0 in undergraduate nursing courses, including statistics, nursing research, health assessment</td>
<td>New York State license as RN</td>
<td>Essay, two professional references</td>
</tr>
<tr>
<td>Nursing (Post-Master’s Advanced Certificate) Adult Health Nursing Gerontological Nursing</td>
<td>Master’s Degree in Nursing</td>
<td>Master’s level courses in pathophysiology, health assessment, and pharmacology. Candidates who do not have the required courses may take them before beginning the required courses.</td>
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</tbody>
</table>
TUITION AND FEES

Office of the Bursar
North Administration Building (2A), Room 105
Acting Bursar: Mr. Michael D. Baybusky
All tuition and fees listed in this Catalog and in any registration material issued by the College are subject to change by action of the Board of Trustees without prior notice.

Graduate Tuition for Master's Degree Programs

New York State Residents
Part-time Full-time
per equated credit per semester
$230.00 $2,720.00

Non-State Residents (including foreign students)
Part-time Full-time
per equated credit per equated credit
$425.00 $425.00

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

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

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

Maintenance of Matriculation Fee
Graduate students who are not registered in a given semester must pay a maintenance of matriculation fee of $630 for New York residents or $1,070 for non-residents a semester if they wish to maintain their matriculated status. If the fee is not paid, the student will be considered to have withdrawn and must apply for readmission.

Non-Instructional Fees
The Student Activity Fee is billed to all students at the following rate:

   - Full-time $74.00
   - Part-time $48.00

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

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

Consolidated Service Fee $ 5
Technology Fee $75
   - (full-time students per semester)
   - $37.50
   - (part-time students per semester)

Application $50
Readmission $10
Late registration $15
Reinstatement $15
Program change $10
Payment reprocessing $15
Special examination $15
   - each additional $5
Transcript $4 each
   - (no fee for other CUNY units)
Duplicate diploma $15
Duplicate I.D. card $5
Duplicate bill $5
Thesis binding $15

Materials Charges
Special materials charges of $10 or more are required in some courses. Details may be found in each semester's Schedule of Classes. Materials charges are not refundable.

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

   Reserve items: $1.20 per overdue hour to a maximum of the current price of the item.
   Damaged books: borrower must pay any overdue fines up to and including the date the item is reported as being damaged, plus an amount to be determined by the nature and extent of the damage, not to exceed the current price of the item, plus a processing charge of $10.
   Lost items: borrower must pay a $10 processing charge in addition to the current price of the item.
Payment
A student is not registered until all financial obligations to the College have been satisfied. Before registration can be completed, students must have paid in full unless the student (a) has been awarded financial aid sufficient to cover tuition and fees, (b) is enrolled in a University Payment Plan, (c) is eligible for a tuition waiver, or (d) is in a special registration status (e.g., veteran).

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

Refunds
When courses are canceled by the College a full refund of appropriate tuition and fees will be made. In cases of student-initiated withdrawal, the date on which the withdrawal application is received by the Registrar, not the last date of attendance, is considered the official date of withdrawal for the purpose of computing refunds.

Withdrawal from a course before the beginning of classes allows a 100 percent refund of tuition only; withdrawal in order to register at another unit of City University during the same semester allows a 100 percent refund. The withdrawal application form is available from the Registrar. Withdrawals for medical reasons require documentation. Non-attendance of class or informing the instructor of intent to withdraw does not constitute an official withdrawal. The Schedule of Classes contains information about withdrawing from a course and the schedule for refunds.

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

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

Office of Student Financial Aid
North Administration Building (2A), Room 104
Director: Mr. H. Sherman Whipkey
Telephone 1.718.982.2030
Fax: 1.718.982.2037. Email: finaid@postbox.csi.cuny.edu
Website: www.csi.cuny.edu

Application Procedures and Deadlines

Obtain/Use a Federal PIN Number at www.pin.ed.gov:
Graduate students/spouses — you will need a federal PIN number to sign the FAFSA (Free Application for Federal Student Aid) and TAP (Tuition Assistance Plan) applications when you file on the Web. This federal PIN will also be needed to sign the electronic Multiple Year Promissory Note (e-MPN), if you apply for a Direct Loan, and may also be used to access your federal grant and loan history, which is located at www.nslds.ed.gov.

You may obtain a federal PIN number, or have an old one reissued at www.pin.ed.gov. In two to five days you will receive an email instructing you to access a one-use URL where you will find your federal PIN number.

College Codes
CSI’s FAFSA college code is 002698 and the TAP code is 1417.

Apply on the Web at www.fafsa.ed.gov
Use our Student Service Center where you will be able to ask questions regarding your applications. The Center is open from 9:00am to 4:30pm, Monday through Friday. Appointments may be made by calling 1.718.982.2601.

Most questions will have last year’s FAFSA answers and you need to review and correct where necessary. Answer questions that are blank. After you submit your completed FAFSA or RENEWAL FAFSA, print out the Confirmation Page. Then use the hyperlink on the Confirmation Page under the heading “New York State Residents” to go to your e-TAP application. Review, correct, and complete the application, then send it for processing. Your federal PIN number on your FAFSA is also recognized as your signature on your e-TAP application.

Priority Deadlines
The priority deadline is March 30 for students applying for federal and state financial aid for the summer/fall and spring semesters and November 30 for students applying for federal and state financial aid for the spring semester.

Transfer Students
Follow the application procedures and deadlines listed above to apply for federal and state financial aid.

Federal Financial Aid
Eligibility: To be eligible for any of the federal financial aid programs, a student must:

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

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

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

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

Federal Satisfactory Academic Progress Guidelines
In order to be making satisfactory academic progress toward a degree, for purposes of receipt of Title IV Federal Student Assistance, a graduate student must meet at least the GPA required for good academic standing at the institution and:

1. Accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution;
2. Not have attempted more than 150% of the credits normally required for completion of the degree.

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

Appeals
Graduate students who fall below Federal Satisfactory Academic Progress guidelines may appeal through the Registrar’s Office, North Administration Building (2A), Room 110, to retain eligibility for receipt of Title IV federal student assistance.

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

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

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

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

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

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

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

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

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

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

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

**CSI Financial Aid**

**Scholarships**
A limited number of scholarships are available for full-time graduate students in recognition of academic excellence and community/College service. Designated scholarships are awarded for study in a variety of fields. Information and applications are available at the Office of Career Placement, Scholarships, and Awards, South Administration Building (1A), Room 105; telephone 1.718.982.2300.
Applications for the 2004-2005 academic year are available on or after September 5, 2003. The deadline for submitting an application and all corresponding documents is November 15, 2003.

**Aid for Doctoral Candidates**

Information about fellowships, assistantships, and other financial aid opportunities for doctoral candidates taking coursework at CSI is available through the Financial Aid Office at the Graduate School and University Center at 365 Fifth Avenue, New York, NY 10016-4309; telephone 1.212.817.7460; and via the Web at [www.gc.cuny.edu](http://www.gc.cuny.edu).

You may also link to the Graduate School Website from CSI’s Financial Aid Webpage at [www.csi.cuny.edu/finaid](http://www.csi.cuny.edu/finaid).

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**Graduate Progress Chart**

<table>
<thead>
<tr>
<th>PROGRAM PURSUIT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be certified for payment #:</td>
</tr>
<tr>
<td>student must have completed this percentage of coursework the last semester</td>
</tr>
<tr>
<td>State aid was received</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ACADEMIC PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be certified for payment #</td>
</tr>
<tr>
<td>[payment points to be accrued]</td>
</tr>
<tr>
<td>at the end of the prior semester, student must</td>
</tr>
<tr>
<td>(a) have earned this # of credits*</td>
</tr>
<tr>
<td>(b) with at least this GPA</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

1. Transfer Credits. Graduate courses taken within the last five years at an accredited college or university may be accepted at the discretion of the coordinator of the graduate program. A maximum of 12 graduate credits in graduate courses, with a minimum grade of 3.0 (B) in each course, may be applied toward a graduate degree from the College of Staten Island. For specific requirements, please see the program description.

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

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

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

5. Five-Year Time Limit. All credits for a graduate degree must be completed within five years. Extensions may be granted only with the written permission of the program coordinator.

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

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

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

Students wishing to appeal a WU or a FIN grade must file a written petition supported by documentation to the Graduate
were approved effective September 1. Students who believe they will have fulfilled the appendix ii). The University reserves the for this application. Application cards for graduation may be obtained at the Registrar's Office.

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

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

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

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

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

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

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

Graduate Studies Committee
The Graduate Studies Committee reviews student records and considers student appeals related to admission, readmission, and graduation. Students can petition the Committee through a counselor in the Division of Student Affairs.

The “Grandfather” Clause
Requirements in this Catalog were approved effective September 1, 2003. The “Grandfather” clause is designed for students who matriculated in a program, major, or curriculum prior to that date. This provides that students may meet degree requirements in effect the year of their matriculation in a particular program, curriculum, or major provided the student has not had an interruption in matriculation exceeding four consecutive fall and spring semesters.

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

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

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

Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College.

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

Computer User Responsibilities
The computer resources of The City University of New York and the College of Staten Island must be used in a manner that is consistent with the University’s educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use (see Undergraduate Catalog, appendix ii). The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to ensure compliance with regulations.

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

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

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

Center for International Service - Office: North Administration Building (2A), Room 206
The Center for International Service encourages and supports the international component of the academic life of the College. The Center provides direction and assistance in matters affecting the College’s international student population; sponsors study abroad programs; directs scholar and student exchange programs; administers the English Language Institute; and facilitates international development programs. Guidance for the Center’s activities is provided by a faculty advisory committee.

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

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

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

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

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

Loratories
The Biological Sciences/Chemical Sciences Building (6S), home of the Department of Biology, the Department of Chemistry, the Center for Environmental Science, and the Center for Developmental Neuroscience and Developmental Disabilities, contains 74 state of the art laboratories for study and research. The ten departmental buildings in the academic quadrangles house instructional, tutorial, and research laboratories; and personal computer classrooms.

Library/Media Services - Office: Library (1L), Room 109
The Library is the focal point of the South Academic Quadrangle. The building, with its distinctive rotunda, is the home for five central services: a study center for the campus community; a broad collection of books and journals in the liberal arts and sciences; computer facilities and online services and databases that serve as point-of-access to informational resources beyond the walls of the Library; an
Academic Services/Student Services

general purpose computer laboratories and 23 specialized computing laboratories in conjunction with academic departments for student use. The microcomputers, approximately 2,500 on campus, are connected through a high-speed local area network. This hardware configuration allows students, faculty, and staff full access to specialized software, the Internet, online library resources, and email. Forty-five classrooms, two conference rooms, and two portable units are equipped to run multimedia presentations from a central location. One of the conference rooms is equipped for two-way videoconferencing. Most microcomputers on campus use Windows 2000 or Windows 98. The OIT homepage is www.csi.cuny.edu/helpdesk/.

Email Accounts
Students seeking to establish a College of Staten Island student email account may apply at the Office of Information Technology, Library (1L), Room 204. A valid student identification card for the current semester is required. Please call 1.718.982.4080 if you have any questions.

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

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

Graduate Degrees and Certificate Programs
Biology (MS)
Cinema and Media Studies (MA)
Computer Science (MS)

Education
  Childhood (Elementary) (MS Ed)
  Adolescence (Secondary) (MS Ed)
  Special (MS Ed)
  Sixth-Year Professional Certificate in Education Administration and Supervision

English (MA)
Environmental Science (MS)
History (MA)
Liberal Studies (MA)
Neuroscience, Mental Retardation, and Developmental Disabilities (MS)
Nursing
  Adult Health (MS)
  Gerontological (MS)
  Post-Master's Advanced Certificate in Adult Health Nursing
  Post-Master's Advanced Certificate in Gerontological Nursing

Physical Therapy (BS/MS)

Doctoral Degree Programs
Biology (Neuroscience subprogram) (PhD), offered jointly with the City University Graduate School
Computer Science (PhD), offered jointly with the City University Graduate School
Physics (PhD), offered with the PhD program of the City University Graduate School
Polymer Chemistry (PhD), offered jointly with the City University Graduate School and Brooklyn College

Master of Science in Biology (MS)
Program Coordinator: Associate Professor Richard Veit
Biological Sciences/Chemical Sciences Building (6S), Room 129
Email: veit@postbox.csi.cuny.edu
Telephone: 1.718.982.3862

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

The Master of Science degree program in Biology is designed to provide research training and experience in the discipline of biology and allow students to specialize in such areas as molecular/cellular experimentation and ecology. The program is an appropriate foundation for students whose current goal is a terminal master's degree as a credential for laboratory or field research and for students who intend to continue to study toward the doctorate.

The program prepares students for careers in the expanding fields of molecular biology, genetic engineering, and conservation biology. Graduates of the program will be prepared to conduct research, to evaluate the research of others, and to write and speak effectively in scientific fields. The program opens the door to careers in clinical and research laboratories, industry, teaching, science writing, and in governmental agencies in the fields of health, environment, and parks.

Admissions Requirements
The Department of Biology Graduate Admissions Committee makes all decisions regarding admission to the program as a matriculated or non-matriculated student. Applicants are required to submit a CSI Graduate Admissions application and a Department of Biology application.

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

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

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

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

Prior to the completion of 15 credits, students must provide evidence of proficiency in writing and speaking, computer skills, and statistics.

Transfer Credits
Acceptance of any graduate course taken elsewhere toward the requirements of a CSI degree is at the discretion of the coordinator of the graduate program. A maximum of nine credits of courses taken elsewhere in the City University may be applied to the MS in Biology, and a maximum of six credits of courses taken at colleges outside the University may be accepted for transfer. A grade of 3.0 (B) is the minimum for transfer credit.
Degree Requirements: 30 credits

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

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

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

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

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

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

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

Research
- BIO 799 Thesis Research 1 – 6 credits

Courses

ESC 601 The Biosphere and Our Species
3 hours; 3 credits
A required course that covers the structure and function of the biospheric ecosystem on the planet Earth, and the impacts of our species upon it in terms of ecology, resource use and exploitation, sociopolitical aspects, economics, environmental ethics, and related topics.

BIO 603 Scientific Communication I
3 hours; 3 credits
The course focuses on scientific writing, with emphasis on the preparation, editing, and evaluation of scientific manuscripts and grant proposals. The student will critique current literature, prepare manuscripts, and review and author grant proposals.

BIO 604 Scientific Communication II
3 hours; 3 credits
This course is a continuation of BIO 603 and emphasis will be placed on public speaking. The student will prepare materials for oral presentation, including making slides and transparencies, and for poster presentations for delivery at scientific meetings. Students will also make oral and poster presentations to an audience of faculty and fellow students.
Prerequisite: BIO 603

BIO 605 Statistical Analysis
3 lecture hours, 3 laboratory hours; 4 credits
Statistical analysis as applied to all biological fields; the course will emphasize analysis of students' own data. ANOVA, regression, time series, and randomization tests will be included. Students must learn SPSS statistical program.
Prerequisite: CSC 126 recommended; or equivalent psychology courses

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

BIO 721 Evolution of Primates
3 hours; 3 credits
Examines the evolution of primates from tree shrews to apes. Adaptations of morphology, physiology, locomotion, diet, foraging behavior, ability to learn, tool use, territoriality, aggressive behavior, dominance hierarchies, mating systems, dispersal, social structure, and communication systems in Old and New World species to their environment. The socio-biology and ecology of selected species will be treated in greater detail.
Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent, or permission of the instructor
BIO 722 Marine Ecology
(Also ESC 722)
3 hours; 3 credits
Field-oriented study of estuarine and pelagic ecosystems. This course will emphasize how spatial and temporal scales are critically important in the study of marine organisms. Students will learn specialized sampling and analytical techniques necessary for the study of marine systems. Topics will include comparisons of “rate-based” versus “abundance-based” studies of population dynamics plus comparisons of individual, population, and community levels of analysis.
Prerequisite: BIO 360 or equivalent

BIO 723 Ornithology
3 lecture hours, 3 laboratory hours; 4 credits
A comprehensive introduction to ornithology. Lecture will introduce bird structure and behavior with emphasis on (1) anatomical and physiological adaptations for flight, (2) ecology and reproductive behavior, (3) song and its function, and (4) migration and distribution. Most laboratory sessions will be field trips for locating and identifying birds, observation of bird behavior, and recording bird songs. One or more laboratory sessions will include anatomical dissection and behavior of captive birds. There will be at least one overnight field trip to study nocturnal migration.
Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent, or permission of the instructor

BIO 724 Plant Population Biology
3 hours; 3 credits
Ecological and evolutionary perspectives on the dynamics of plant populations. Topics include demography, life-history evolution, ecological genetics, phenotypic and genotypic variation within and between populations, competition, reproduction and breeding systems, pollination ecology, seed dispersal and germination, symbioses, clonality, and coevolution. In addition, the application of population concepts to environmental and conservation problems will be covered.
Prerequisites: BIO 228 and BIO 312 and BIO 360 or equivalents

BIO 730 Principles and Methods of Systematics, Evolution, and Phylogeny
3 lecture hours, 3 laboratory hours; 4 credits
Species concepts and the history of evolutionary thought. Mechanisms of evolutionary change. The history of life.
Prerequisite: BIO 322 or equivalent

BIO 735 Biogeography
4 hours; 4 credits
An introduction to the distribution of both terrestrial and aquatic animals and plants with emphasis on their prehistoric, historic, and present distributions and how these relate to the ecological conditions of the periods, methods of dispersal, and movement across the planet. Historical changes in scientific thought concerning the means of movement (e.g., land bridges, rafting, plate tectonics) are presented. The flora and fauna of unique regions of the Earth (e.g., Madagascar, Australia, South America, and Antarctica) will be examined for similarities and differences in their compositions. The effects of humans, early and present, on distribution are discussed.
Prerequisite: BIO 322 or BIO 338 or BIO 360 or equivalent, or permission of the instructor. 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, or permission of the instructor

BIO 740 Advanced Microscopy
6 laboratory hours; 3 credits
Preparations of biological specimens for use in confocal laser scanning microscopy, scanning and transmission of electron microscopy, image analysis of micrographs.
Prerequisite: BIO 272 or equivalent

BIO 741 Cell Culture Techniques
6 laboratory hours; 3 credits
Preparation and propagation of eukaryotic cell lines from primary tissue isolates.
Prerequisite: BIO 352 or equivalent

BIO 742 Cell Physiology
3 lecture hours, 3 laboratory hours; 4 credits
The function of living cells, including examination of membrane composition and biogenesis, membrane transport proteins, electrical properties of membranes, and interaction between cells and extracellular matrix and cell-cell interactions.
Prerequisites: BIO 352 or equivalent

BIO 743 Cellular Toxicology
(Also ESC 743)
4 hours; 4 credits
Toxicology is the overview of the mechanisms by which exogenous agents produce deleterious effects in biological systems. An overview of the sensitive analytical techniques that have facilitated studies on the metabolism and biotransformation of xenobiotics and have contributed to interpretation of the biological and toxicological effects of xenobiotics will be presented. Since the action of toxins is ultimately exerted at the cellular level, emphasis will be placed on the description of representative model cell systems that play an important role in the identification and assessment of potential environmental hazards. A variety of prokaryotic and eukaryotic cell systems are currently in use for the study of different toxic effects including cytotoxicity, genotoxicity, and mutagenesis.
Prerequisites: CHM 256 and BIO 314 and BIO 352 or equivalent

BIO 744 Laboratory Methods in Cell Biology
6 laboratory hours; 3 credits
Use of current cell biology techniques available. Techniques will include subcellular fractionation, polyacrylamide gel electrophoresis, immunoblot techniques, polymerase chain reaction, and in situ hybridization. Use of confocal laser scanning and electron microscopes will be included.
Prerequisite: BIO 352 or equivalent

BIO 750 Laboratory Methods in Molecular Genetics
6 laboratory hours; 3 credits
Techniques needed to form, recover, and analyze recombinant DNA will be performed. Southern analysis and PCR will also be included.
Prerequisites: BIO 312 and BIO 352 or equivalent
Cinema and Media Studies (MA)

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
5 lecture hours, 3 laboratory hours; 4 credits
Use of mathematical models in all fields of biology. Differential equations, difference equations, and simulations. Nonlinear dynamics of biological systems. Prerequisites: MTH 230 or equivalent plus at least one advanced course in biology (300 level or above)

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

BIO 780 Comparative Physiology
4 hours; 4 credits
Survey of major taxonomic groups to identify diverse solutions to universal problems of nutrient acquisition and transport, osmoregulation, movement and maintenance of homeostasis. Prerequisites: BIO 205 and BIO 213 or BIO 215

BIO 781 Laboratory Methods in Physiology
6 laboratory hours; 3 credits
Diverse topics of physiological techniques, including respirometry, enzyme and metabolite assays, and analysis of osmolarity and osmoles, 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, GIM 256 or equivalent

BIO 783 Environmental and Evolutionary Physiology
3 hours; 3 credits
Focus on questions in ecological and evolutionary physiology, including examination of specific examples of environmental adaptation, especially to extreme environments. Discussion of methodological approaches and current philosophical debates on identifying adaptation in physiological processes and critiques of primary literature. Prerequisites: BIO 434 or equivalent and BIO 605 Recommended: BIO 370 or equivalent

BIO 799 Thesis Research
Hours and credits vary, maximum six credits with a maximum of three credits in one semester. This course may be repeated. No student may apply more than a total of six credits of Thesis Research toward the degree.

Master of Arts in Cinema and Media Studies (MA)
Program Coordinator: Assistant Professor Cindy Wong
Center for the Arts (1P), Room 232B
Email: wong@postbox.csi.cuny.edu
Telephone: 1.718.982.2615

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

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

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

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

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

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

- 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 register for an additional three to six credits to complete successfully their degree requirements. See CMC 799 below for thesis registration details.

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

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 and history. 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 topic should be one that can be written about adequately within the suggested length of the essay (approximately 70-80 pages, not including footnotes and bibliography). 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:

1. Each candidate is strongly advised to take CMC 705 Film and Media Research Analysis in the first year of graduate studies. The focus of the course will prepare students for the process of writing the master’s thesis.
2. Each candidate must choose a committee composed of three members of the graduate faculty in Cinema and Media Studies. The chair of the committee will direct the entire preparation of the thesis, and the other two members will approve the outline and read the final thesis.
3. Each candidate must submit a detailed outline to the committee before undertaking the actual writing of the thesis. The committee must approve this outline and may request a meeting with the candidate to discuss it.
4. The completed thesis must be submitted in three copies, one for each member of the committee. The committee may request a meeting with the candidate to discuss the thesis. When the committee approves the thesis, the student must then present two copies of the approved thesis: one is bound and catalogued by the College library; the other is retained in the Department files. In all matters of format, the MLA Handbook will be the guide and arbiter.

Note: Students who elect Option A must have maintained an A- average or higher.

Option B: Examination
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.

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

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.

The questions on the examination will take into account the specific areas of knowledge covered in the required core seminars and selected elective courses. Selected bibliography as well as a list of media works will be made available to the students once the department receives notice of application for the exam. Answers to the questions should each be ten double-spaced, typed pages minimum. Completed examinations will be due ten days after issuance.

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

Option C: Original Film or Media Production Thesis
For this option, students may submit an original film or media work. Students who elect this option must also fulfill the requirements of Option B, 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 must, under the advisement of the graduate faculty, successfully complete either an undergraduate production course(s) or CMC 725 Contemporary Media Practices.
Maintenance of Candidacy

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

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

Courses

CMC 700  History of Media
4 hours; 4 credits
The class provides students with a comprehensive history of media practices and debates in media studies. Students are introduced to the relationships linking social and economic history, the development of new media technologies, forms of “texts,” and the dissemination and impacts of mass media. This course, as well, examines the history of the field of media studies, allowing students to think about their future research for the MA thesis.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all matriculated candidates for the MA degree.

CMC 705  Film and Media Research Analysis
4 hours; 4 credits
This course provides an overview of methodological research practices for film and the other media arts. Research skills and tools are developed in order to prepare for the master’s written thesis, media production thesis, or for the examination.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all candidates for the MA degree.
Students are encouraged to enroll in the class during their first semester.

CMC 710  Studies in Film and Media Theory
4 hours; 4 credits
This course considers theories of media and film in relationship to issues of social, institutional, and cultural production. This course may be repeated for credit; see Degree Requirements.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor; required of all matriculated candidates for the MA degree.

CMC 713  Studies in Authorship
4 hours; 4 credits
Intensive study of the works of one or more media author(s), with attention to theories of media authorship. This course may be repeated for credit; see Degree Requirements.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 714  Media and Ideology
4 hours; 4 credits
This course explores the various issues of media and ideology involving media texts, audiences, fields of production, and institutions.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 715  Global Media
4 hours; 4 credits
This seminar examines contemporary media as global phenomena, stressing the multidirectionality of media flow, influence, power, and practices.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 725  Contemporary Media Practices
4 hours; 4 credits
This seminar introduces the terms and techniques of contemporary media arts production and analysis. Students are encouraged to write criticism about contemporary activity in the field or produce a media-based work (with permission of instructor).
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 731  Studies in International Cinema
4 hours; 4 credits
Intensive study of world cinema from geolinguistic, geopolitical, and geoaesthetic perspectives, highlighting cinemas of various cultural origins and traditions as well as major cinematic events, movements, and developments across time and space. This course may be repeated for credit; see Degree Requirements.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 741  Experimental Film and Video
4 hours; 4 credits
The history and theory of alternative visions expressed in the cinema, single-channel video, and digital domains. A range of historical material and theoretical issues are 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 study of major program formats across various media (film and television genres, book and magazine genres, musical genres, etc.). This course may be repeated for credit; see Degree Requirements.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 743  Nonfiction Media
4 hours; 4 credits
Historical, theoretical, and critical study of nonfiction, documentary, and reality-based media.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 744  Media and Ideology
4 hours; 4 credits
This course explores the various issues of media and ideology involving media texts, audiences, fields of production, and institutions.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.

CMC 745  Global Media
4 hours; 4 credits
This seminar examines contemporary media as global phenomena, stressing the multidirectionality of media flow, influence, power, and practices.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor.
CMC 746  Cinema and Gender
4 hours; 4 credits
Intensive study of the representation and spectator-position of gender in relationship to the cinema. There will also be an emphasis on the making of film by those groups and genres not traditionally categorized with dominant forms of filmmaking. Students will become acquainted with the tradition of feminist and gender theory as it has informed critical film studies.
Prerequisite: Matriculation in the graduate Cinema and Media Studies program or permission of instructor

CMC 799  Thesis Research
Hours and credits vary, maximum 6 credits
This course may be repeated. No student may apply for more than a total of six credits of Thesis Research toward the degree.

Master of Science in Computer Science (MS)
Program Coordinator: Associate Professor Miriam Tausner
Computer Science/Engineering Science and Physics Building (1N), Room 210
Email: tausner@postbox.csi.cuny.edu
Telephone: 1.718.982.2845
www.cs.csi.cuny.edu/grad

(See section Graduate Courses in Selected Disciplines for computer courses for teachers.)
The program is designed to provide advanced education in this expanding discipline. It serves those students who wish to increase their professional competence for business, industry, and research and development laboratories, as well as those students who wish to enter careers in research and teaching. Students may continue in doctoral programs in computer science including the City University program in which CSI participates.

All students are required to take five foundation courses covering theoretical computer science, operating systems, computer architecture, programming methodology, and applied mathematics for computer scientists. The required Graduate Research Laboratory course is designed to enhance the capability of students to do independent work in the field. Courses to meet the remaining requirements are chosen in consultation with a graduate program adviser to create a program that meets the needs of the individual student.

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

Admission Requirements
1. A Bachelor of Science degree in Computer Science or related area with a B average (3.0 out of 4.0) overall and in the major.
2. Graduate Record Examination.
3. Satisfactory completion or demonstrable knowledge of:
   - High-Level Language  CSC 126
   - Assembly Language  CSC 220
   - Discrete Mathematics  CSC 228
   - Information Structures  CSC 326
   - Systems Programming  CSC 330
   - Switching Theory  CSC 346
   - Calculus  MTH 230 or 231, and 232, 233; or 235, 236
   - Probability  MTH 311
   - Linear Algebra  MTH 338 or their equivalents. (See the CSI Undergraduate Catalog for descriptions of these courses.)

   Students transferring from other related majors or entering from other colleges will be permitted to remedy upper-level undergraduate course deficiencies by taking any missing undergraduate mathematics course(s), CSC 326, CSC 330, and/or CSC 346 as non-matriculated graduate students. No more than nine graduate credits may be completed before these deficiencies have been remedied. However, courses taken to remove deficiencies must be in addition to the regular coursework for the MS degree.

Degree Requirements
Each student must pass a screening exam covering topics selected from the required undergraduate prerequisite courses before they can take more than nine graduate credits. The undergraduate courses from which topics will be selected are:
   - Data Structures
   - Object-Oriented Software Design
   - Switching Theory
   - Calculus
   - Linear Algebra
   - Probability

A program of 12 courses (36 credits) with at least a 3.0 (B) average.

The following core courses are required of all students:
   - CSC 718  Operating Systems Design
   - CSC 722  Computability
   - or
   - CSC 724  Formal Language Theory
   - CSC 727  Algorithms and Information Structures
   - CSC 740  Computer Systems Design
   - CSC 755  Applied Mathematics for Computer Science
   - CSC 759  Graduate Research Laboratory

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

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

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

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

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

Networks, Telecommunication, and Architecture
CSC 742 Advanced Microcomputer Systems Design
CSC 747 Digital Signal Processing
CSC 748 Quantitative Analysis of Computer Architecture
CSC 756 Network Security
CSC 757 Communication Networks
CSC 760 High-speed LAN and WAN
CSC 762 Fundamentals of Wireless Communications
CSC 764 Intelligent Networks
CSC 766 Broadband and SONET Networks

Courses

CSC 705 Advanced Microcomputer Systems Design
3 hours; 3 credits
Introduction to microcomputer development systems, simultaneous hardware and software development. In-circuit emulation for debugging hardware and software. Interfacing details. Interrupt handling. Laboratory work in the design and implementation of actual systems.
Prerequisites: CSC 460 and 461 or equivalent

CSC 706 Computer Graphics
3 hours; 3 credits
Display memory, generation points, vectors, etc. Interactive versus passive graphics. Analog storage of images in microfilm, etc. Digitizing and digital storage. Pattern recognition by features, syntax tables, random nets, etc. Data structures and graphics software. The mathematics of three dimensions, projections, and the hidden-line problem. “Graphical programs,” computer-aided design and instruction, and animated movies.

CSC 710 Software Engineering
3 hours; 3 credits
Developing large-scale reliable software systems. Modeling tools and techniques. Performance analysis and tradeoffs, debugging techniques. Documentation, testing, and management of software. Study and practical application of principles of good program development. A significant project will be required.

CSC 712 Compiler Construction
3 hours; 3 credits
The grammars of programming languages: lexical analyzers, parsers, code emitters and interpretation; global and peephole optimization; 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 718 Operating Systems Design
3 hours; 3 credits
Processors and concurrent programming, memory management, I/O and file systems, scheduling, protection, user interfaces, and distributed system issues.

CSC 722 Computability
3 hours; 3 credits

CSC 724 Formal Language Theory
3 hours; 3 credits
Classification of languages by grammars and automata. The Chomsky hierarchy: regular, context-free, context-sensitive, and recursively enumerable languages and their associated grammars and automata. Closure properties for families of languages. Decision problems for grammars and automata.

CSC 727 Algorithms and Information Structures
3 hours; 3 credits

CSC 731 Artificial Intelligence and Knowledge Engineering
3 hours; 3 credits
Formal reasoning, heuristics, and game playing. Planning, temporal and spatial reasoning. Knowledge representation and knowledge-based systems. Intelligent agents. Other topics may include robotics, comparative study of languages for artificial intelligence.
CSC 732  Pattern Recognition and Neural Networks
3 hours; 3 credits
Topics of the course will initially survey pattern recognition systems and components; decision theories and classification: discriminant functions; classical supervised and unsupervised learning methods, such as backpropagation, radial basis functions: clustering; feature extraction and dimensional reduction; sequential and hierarchical classification; Kohonen networks; Boltzman machines, principal components and examples of applications. Modern concepts in learning will be introduced: nonparametric learning, reinforcement learning, mixtures models, belief networks, minimum description length, maximum likelihood, entropy methods, independent component analysis.
Prerequisite: CSC 731 or equivalent

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 busses, I/O interface design and typical I/O devices. Memory hierarchies.

CSC 741  Digital Image Processing
3 hours; 3 credits

CSC 742  Advanced Microcomputer Systems Design
3 hours; 3 credits
Introduction to microcomputer development systems, simultaneous hardware and software development. In-circuit emulation for debugging hardware and software. Interfacing details. Interrupt handling. Laboratory work in the design and implementation of actual systems.
Prerequisite: CSC 740

CSC 744  Computer Performance Evaluation
3 hours; 3 credits
The system life cycle model and its impact on computer performance and capacity planning. Topics include load drivers and benchmarks, simulation and analytic queueing models, statistical methods, workload characterization, software and hardware monitors, performance triggering, bottleneck identification, load, service, and capacity relationships.

CSC 747  Digital Signal Processing
3 hours; 3 credits
Analysis and design of computer-based digital signal processors. Statement of the digital signal processing problem and its applications. Topics may include: Stochastic models of random signals; spectral factorization; linear estimation of random signals: Wiener, Kalman, and least squares estimation; linear prediction and related topics; adaptive filters; microcomputer implementation of digital signal processors. Discrete Fourier Transform, FFT parallel processing of discrete operation. Morphological signal processing.
Prerequisite: CSC 755

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

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

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

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

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

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

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

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

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

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

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

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

**CSC 766 Broadband and SONET Networks**  
(Also ENS 766)  
3 hours; 3 credits  
Consideration of the principles, concepts, protocol, and interfaces for most broadband networks around the globe; principles and concepts are stressed and protocols and interfaces are discussed. The evolution of the broadband ISDN and SONET.

Courses offered at the CUNY Graduate School and University Center may be taken by advanced graduate students by special arrangement.

**Graduate Programs in Education**  
Department Chairperson: Associate Professor Susan Sullivan  
Email: sullivan@postbox.csi.cuny.edu  
Telephone: 1.718.982.3781  
Education Building (3S), Room 208  
The Department of Education offers programs leading to the Master of Science in Education (MSEd) in Childhood Education, Adolescence Education, and Special Education; and the Sixth-Year Professional Certificate in Education Supervision and Administration.  
Education courses are identified according to the following ALPHA designations:  
EDA - Supervision and Administration  
EDC - Early Childhood  
EDD - General Education  
EDE - Childhood Education (Elementary Education)  
EDP - Special Education  
EDS - Adolescence Education (Secondary Education).  

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

**Policies**  
The following policies apply to students in the master's degree programs:
Admission
Admission and degree requirements are shown under the program descriptions that follow.

Admission with Advanced Standing
1. Graduate courses taken within the last five years at an accredited college or university may be accepted at the discretion of the coordinator of the graduate program. A maximum of 12 graduate credits in graduate courses, with a minimum grade of 3.0 (B) in each course, may be applied toward a graduate degree from the College of Staten Island.
2. Acceptance of courses meeting the above requirements is not automatic. Acceptance of any course taken elsewhere toward the requirements for the CSI degree is at the discretion of the coordinator of the graduate program. Courses submitted must be equivalent to courses offered at CSI that meet the student’s programmatic needs. Therefore, students are urged to submit advanced standing requests prior to, or as soon as possible after, matriculation into the program. Forms are available at the Registrar’s Office.

Grade Point Average
Students must maintain a 3.0 (B) grade point average to receive a graduate degree in education.

Advanced students may be allowed to take one or two specific graduate courses at other institutions with prior approval of the Graduate Program Coordinator and Department Chairperson.

Master of Science in Childhood Education (MSEd)
Program Coordinator for Sequence I: Professor Igor Arievitch
Education Building (3S), Room 215; telephone: 1.718.982.4006
Email: arievitch@postbox.csi.cuny.edu
Program Coordinator for Sequence II: Associate Professor Kenneth Gold
Education Building (3S), Room 218; telephone: 1.718.982.3737
Email: gold@postbox.csi.cuny.edu
The program will foster and enhance students’ competence in teaching, understanding of current educational research and theory, and knowledge in selected areas of the liberal arts and sciences. It is designed to serve dual functions through two distinct instructional sequences:

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

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

Admission Requirements
For Sequence 1, candidates must have completed the coursework leading to New York State initial certificate in childhood education. A copy of the certificate must be submitted to the program when it is granted by the New York State Education Department. Candidates must also possess a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration, at least six credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 2.75.

For Sequence 2, candidates must possess a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, at least six approved credits each in English, history, mathematics, and science, and an overall grade point average (GPA) at or above 2.75.

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

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

Degree Requirements
Sequence 1 consists of a minimum of 33-34 graduate credits. Sequence 2 consists of a minimum of 45-49 graduate credits. In both sequences, students are required to complete an acceptable educational research project, which is carried out under faculty supervision in EDD 631 Educational Seminar II.

Credit Distribution for Sequence 1
1. Required Areas of Study 27-28 credits
- Educational Psychology: One course from the following:
  - EDD 611 Advanced Educational Psychology
  - EDD 612 Sociocultural Development during Childhood
  - EDD 613 Developmental Psychology: Childhood

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

- Education of Students with Special Needs
  - EDP 660 Teaching Students with Special Needs

The Disciplines and Pedagogy: Students must take three courses from Group A and three from Group B. They must also take at least one course in each of the following areas: English Language Arts; Mathematics; Science and Technology; and Social Studies.
Group A: Three courses from the following:
- DRA 601 Drama for the Schools
- EDD 627/MTH 627 Historical Perspectives on Mathematics Topics
- EDD 626/HST 626 Historical Themes and Interpretations
- EDD 618 The Idea of the Contemporary University
- EDD 628 Philosophy and Children
- ESC 602 Environmental Science for Elementary School Teachers
- POL 636 The Judicial Process
- POL 737 The United States Constitution

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

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

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

2. Advanced Courses 18-19 credits
   - Education of Students with Special Needs
     - EDP 660 Teaching Students with Special Needs in the General Education Classroom
   - Foundations of Education: One course from the following:
     - EDD 606 History of Urban Education in the United States
     - EDD 611 Advanced Educational Psychology
     - EDD 612 Sociocultural Development during Childhood
     - EDD 613 Developmental Psychology: Childhood
     - EDD 616 Comparative and International Education

Methods in Reading: One course from the following:
- EDE 651 Integrated Strategies for Underachieving Readers
- EDE 652 Children’s Literature

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

The Disciplines and Pedagogy: Two courses
   Students must take one course from Group A and one from Group B:

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

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

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

4. Capstone Sequence: Inquiry in Education 6 credits
   Both of the following:
   - EDD 630 Educational Seminar I
   - EDD 651 Educational Seminar II

The following are considered courses in English Language Arts: DRA 601, EDC 600, EDE 650, EDE 651, EDE 652. The following are considered courses in Mathematics: EDD 627/MTH 627, EDE 640, EDE 642. The following are considered courses in Science and Technology: EDE 642, EDE 630, EDE 631, ESC 602. The following are considered courses in Social Studies: EDD 620, EDD 626/HST 626, EDD 618, EDD 628, EDE 620, POL 636, POL 737.
Master of Science in Adolescence Education (MSEd)

**Program Coordinator for Sequence I: Associate Professor Eileen Donoghue**
Education Building (3S), Room 213; telephone: 1.718.982.3750
Email: donoghue@postbox.csi.cuny.edu

**Program Coordinator for Sequence II: Assistant Professor David Kritt**
Education Building (3S), Room 213; telephone: 1.718.982.4085
Email: kritt@postbox.csi.cuny.edu

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

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

**Admission Requirements**
For Sequence 1, candidates must have completed the courses required for New York State initial certificate to teach in their area of specialization at the secondary (adolescence) level. A copy of the certificate must be submitted to the College. Candidates must also possess the baccalaureate degree in an appropriate major with a grade point average (GPA) at or above 2.75.

For Sequence 2, candidates must possess the baccalaureate degree in an appropriate major, or 32 approved academic credits in an appropriate subject area, and an overall grade point average (GPA) at or above 2.75.

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

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

**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 45-52 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 the course EDD 631 Educational Seminar II.

**Credit Distribution for Sequence 1**
1. Required Areas of Study 27-32 credits
   - Educational Psychology: One course from the following:
     - EDD 611 Advanced Educational Psychology
     - 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 Multietnic Approaches to Teaching
   - Sequence 1: This sequence is designed for students who have completed the required coursework for initial certification in a subject area in Adolescence Education (i.e., biology, English, mathematics, or social studies). Upon satisfactory completion of the program, students will have met the academic requirements for professional certification in a subject area in Adolescence Education.

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

   **Admission Requirements**
   For Sequence 1, candidates must have completed the courses required for New York State initial certificate to teach in their area of specialization at the secondary (adolescence) level. A copy of the certificate must be submitted to the College. Candidates must also possess the baccalaureate degree in an appropriate major with a grade point average (GPA) at or above 2.75.

   For Sequence 2, candidates must possess the baccalaureate degree in an appropriate major, or 32 approved academic credits in an appropriate subject area, and an overall grade point average (GPA) at or above 2.75.

   For both sequences, applicants whose GPAs fall below the required minimums may appeal to the appropriate Program Coordinator; however, such appeals will be granted only under extraordinary circumstances. Applicants appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts and sciences or in education.

   In addition, within their area of specialization, students must take the following:
   - Mathematics or Biology: four courses in area of specialization
   - English or Social Studies: EDS Reading in the Content Areas
   - three courses in area of specialization

   **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 45-52 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 the course EDD 631 Educational Seminar II.

   **Credit Distribution for Sequence 1**
   1. Required Areas of Study 27-32 credits
      - Educational Psychology: One course from the following:
        - EDD 611 Advanced Educational Psychology
        - 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 Multietnic Approaches to Teaching
   2. Capstone Sequence: Inquiry in Education 6 credits
      - Both of the following:
        - EDD 650 Educational Seminar I
        - EDD 651 Educational Seminar II

   **Credit Distribution for Sequence 2 (45-52 credits)**
   1. Core Courses 12 credits
      - EDD 602 Studies in Urban and Metropolitan Education
      - EDD 610 Adolescent Development and Learning
      - EDS 607 Integrating Curricula and Learning through Discovery
      - One course from the following:
        - EDS 601 Teaching and Learning Secondary School Social Studies
        - EDS 602 Teaching and Learning Secondary School English
        - EDS 603 Teaching and Learning Secondary School Mathematics
        - EDS 604 Teaching and Learning Secondary School Science
   2. Advanced Courses 24-28 credits
      - Teaching Students with Special Needs: One course from the following:
        - EDP 615 Teaching Exceptional Adolescents
        - EDP 660 Teaching Students with Special Needs in the General Education Classroom
      - Disciplines and Pedagogy: Six courses
        - One course from 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
Sequence 1: This sequence is designed for those who have completed the course requirements for initial certification in childhood education. Upon satisfactory completion of the program, students will have met the academic requirements for initial certification in teaching students with disabilities in childhood.

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

For Sequence 2, candidates must have a baccalaureate degree in a liberal arts and sciences major, or 36 approved credits in a liberal arts and sciences concentration, at least six credits each in mathematics, science, English, and history; one year of college-level foreign language or the equivalent; and an overall grade point average (GPA) at or above 3.0 (B).

For both sequences, candidates whose GPAs are below 3.0 but above 2.5 may submit a letter of appeal to the Program Coordinator; however, such appeals will be granted only under extraordinary circumstances. Candidates appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts and sciences courses, as prescribed by the Program Coordinator, in which they must earn grades no lower than 2.7 (B-).

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

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

### Credit Distribution for Sequence 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDP 610</td>
<td>Psychology of Exceptional Children</td>
<td>3</td>
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<tr>
<td>EDP 611</td>
<td>Social Foundations of Special Education</td>
<td></td>
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<tr>
<td>EDP 621</td>
<td>Teaching English Language Arts and Social Studies in Special Education and Inclusive Classrooms</td>
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<tr>
<td>EDP 622</td>
<td>Classroom Management in Special Education and Inclusive Classrooms</td>
<td></td>
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<tr>
<td>EDP 624</td>
<td>Reading: Assessment and Instruction in Special Education and Inclusive Classrooms</td>
<td></td>
</tr>
<tr>
<td>EDP 626</td>
<td>Principles of Assessment in Special Education</td>
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</tbody>
</table>

**Disciplines and Pedagogy: 18-22 credits**
- EDS 654 Reading in the Content Areas

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

Four courses from the following:
- Content area courses in either biology, English, history, or mathematics
- EDD 642 New Media of Instruction

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

4. **Capstone Sequence:** Inquiry in Education 6 credits

Both of the following:
- EDD 630 Educational Seminar I
- EDD 631 Educational Seminar II

**Master of Science in Special Education (MSEd)**

Program Coordinator for Sequence I: Assistant Professor Eleni Tournaki
Education Building (3S), Room 219; telephone: 1.718.982.3728
Email: tournaki@postbox.csi.cuny.edu

Program Coordinator for Sequence II: Associate Professor Effie Simmonds
Education Building (3S), Room 226; telephone: 1.718.982.3742
Email: simmonds@postbox.csi.cuny.edu

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

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

Program Coordinator: Assistant Professor Ruth Silverberg
Education Building (3S), Room 211; telephone: 1.718.982.3726
Email: silverberg@postbox.csi.cuny.edu

The program is designed to prepare qualified candidates for leadership positions in schools in New York City and the metropolitan area. Upon successful completion of the program, students will have met the academic requirements of the New York State Department of Education for certification as School Administrator and Supervisor.

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

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

Degree Requirements
The program requires 30 credits of approved coursework including: 23 credits in supervision, administration, curriculum, policy analysis, human relations; theory, research, and practice in educational leadership; four credits in a field experience seminar; and three credits in an appropriate graduate-level elective.

Courses
Alphabetical designation for education courses:
EDA - Supervision and Administration
EDC - Early Childhood Education
EDD - General Education
EDE - Childhood Education (Elementary Education)
EDP - Special Education
EDS - Adolescence Education (Secondary Education)

EDA - Supervision and Administration

EDA 710  Curriculum Design and Development
3 hours; 3 credits

Principles of curriculum design and development; creation and maintenance of successful learning environments; the personal, social, cognitive, and demographic characteristics of school populations, and methods of evaluating and changing educational programs. Particular attention is given to curriculum issues, problems, and innovations for education in city schools.

EDA 720  Supervision and Improvement of Instruction in Elementary Schools Part I
3 hours; 3 credits

EDA 721  Supervision and Improvement of Instruction in Secondary Schools Part I
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
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<tbody>
<tr>
<td>EDA 722</td>
<td>Supervision and Improvement of Instruction in Elementary Schools Part II 3 hours; 3 credits</td>
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<tr>
<td>EDA 723</td>
<td>Supervision and Improvement of Instruction in Secondary Schools Part II 3 hours; 3 credits</td>
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<tr>
<td></td>
<td>Study of selected problems in supervision and curriculum improvement with emphasis on formulation of strategies, analytical skills, and evaluative procedures for the practicing supervisor in elementary and secondary education.</td>
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<tr>
<td>EDA 724</td>
<td>Organization and Administration of Elementary Schools Part I 3 hours; 3 credits</td>
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<tr>
<td>EDA 725</td>
<td>Organization and Administration of Secondary Schools Part I 3 hours; 3 credits</td>
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<td>Introduction to theories and practices relating to the organization and administration of schools; administration is viewed as requiring the personal commitment of those who would lead schools in activities related to the assurance of an enlightened citizenry. The administrator's responsibilities are studied in their political, social, and economic contexts. Topics emphasized also include organizational problems, the executive function, staff relationships, the administrator and students, and analysis of challenges for educational administration in the City of New York.</td>
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<tr>
<td>EDA 726</td>
<td>Organization and Administration of Elementary Schools Part II 3 hours; 3 credits</td>
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<tr>
<td>EDA 727</td>
<td>Organization and Administration of Secondary Schools Part II 3 hours; 3 credits</td>
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<td></td>
<td>Continued analysis of educational policy and administration in relation to local, state, and national conditions. Administration and leadership are studied in relation to student learning, the provision of school climates conducive to individual growth, community relationships, and the management of school resources.</td>
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<tr>
<td>EDA 728</td>
<td>Field Experience Seminar in Educational Supervision and Administration Part I 2 hours; 2 credits</td>
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<tr>
<td>EDA 729</td>
<td>Field Experience Seminar in Educational Supervision and Administration Part II 2 hours; 2 credits</td>
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<td>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.</td>
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<tr>
<td>EDA 730</td>
<td>Human Relations in Educational Supervision and Administration 2 hours; 2 credits</td>
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<td>Human and intergroup relations theory and practice applied to decision making, communication, personnel relationships, and other functions of educational leadership.</td>
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<tr>
<td>EDA 731</td>
<td>Research Seminar in Educational Supervision and Administration 2 hours; 2 credits</td>
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<td>Understanding and developing competence as a consumer in the use of research methods for studying issues and problems in educational policy, supervision, administration, curriculum development, and teaching.</td>
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<tr>
<td>EDA 732</td>
<td>Educational Leadership Part I 2 hours; 2 credits</td>
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<td>A critical analysis of the responsibilities of educational leaders; the nature of educational leadership; integration of human relations and task-oriented leadership; the crucial role of decision making in planning; instructional improvement; strategies for organizational change; ways to assure community understanding and involvement.</td>
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<tr>
<td>EDA 733</td>
<td>Educational Leadership Part II 2 hours; 2 credits</td>
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<td>An examination of major developments in American educational thought, practices, and organization as they occurred in the cities of the United States. Emphasis on the role of identity politics and material transformations in shaping the character of public schools. Contemporary efforts to reform urban education are placed in historical context. This course meets the human relations requirement of the New York City Board of Education.</td>
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<tr>
<td>EDC - Early Childhood Education</td>
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<tr>
<td>EDC 600</td>
<td>Contemporary Curriculum in Childhood Education in Grades 1-2 3 hours; 3 credits</td>
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<td></td>
<td>An integrated approach to teaching science and mathematics at the early childhood level, grades N-2.</td>
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<tr>
<td>EDD - General Education</td>
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<tr>
<td>EDD 602</td>
<td>Studies in Urban and Metropolitan Education 3 hours; 3 credits</td>
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<td>An examination of economic, social, and technological developments in American cities and the resulting educational changes for children in present-day urban areas. The social identities of children are explored in terms of race, class, gender, ethnicity, and ability. Promising programs of urban education are examined as well. This course discusses hazards to children, including child abuse, substance abuse, and child safety, as well as violence prevention. Students spend ten (10) hours in varied education environments examining the connections between school and society. This course meets the human relations requirement of the New York City schools. Not open for students who have taken EDE 200, EDS 201, or equivalents.</td>
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<tr>
<td>EDD 606</td>
<td>History of Urban Education in the United States 3 hours; 3 credits</td>
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<tr>
<td></td>
<td>Examination of major developments in American educational thought, practices, and organization as they occurred in the cities of the United States. Emphasis on the role of identity politics and material transformations in shaping the character of public schools. Contemporary efforts to reform urban education are placed in historical context. This course meets the human relations requirement of the New York City Board of Education.</td>
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</tbody>
</table>
**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 202 or its equivalent.

**EDD 610  Adolescent Development and Learning**
3 hours; 3 credits
Introduction to a range of core ideas regarding teaching and learning. Psychological and social factors that influence students and classroom practice will be addressed, with primary attention to implications for student performance. The intent is to challenge traditional assumptions regarding adolescents’ thinking, emotions, and social behavior, and to introduce current thought based on research findings. A fieldwork component of twenty (20) hours is included. Not open for students who have taken EDS 202 or its equivalent.

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

**EDD 612  Sociocultural Development during Childhood**
3 hours; 3 credits
How a child becomes a member of a culture and the implications for development and schooling. A sociocultural perspective on child development will be used to achieve an understanding of children as members of their community and as participants in a world culture changing due to technology and popular culture. Discussion will move beyond research and theory to help students better understand the children in their classrooms.

**EDD 613  Developmental Psychology: Childhood**
3 hours; 3 credits
Psychological development of the child from birth to early adolescence, with emphasis on the cognitive, social, and emotional aspects of growth that play a major role in elementary school learning. Theoretical formulations and research findings will be related to situations and problems.

**EDD 614  Developmental Psychology: Adolescence**
3 hours; 3 credits
Psychological development from early to late adolescence with emphasis on those aspects of personal and social adjustment that influence school learning in middle schools and high schools. Theoretical formulations and research findings will be related to situations encountered in the class by teachers.

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

**EDD 617  The Idea of the Contemporary University**
3 hours; 3 credits
Examination of the contemporary critique of higher education with particular focus on curriculum issues within the university and their connection with curriculum issues in the primary and secondary schools. The mission of the university is explored through the works of such thinkers as Michael Oakeshott, Alfred North Whitehead, José Ortega y Gasset, and Martha Nussbaum in order to speculate on how their ideas inform our study. The course provides a forum for students to extend their understanding of the American university and its relationship to American society, especially lower educational institutions.

**EDD 620  The Teacher and Curriculum Improvement**
3 hours; 3 credits
Exploration of practices that improve the learning process. Examination of the role of the classroom teacher in planning classroom curriculum within the context of a specific school’s purpose, function, and structure. Use of the Internet for curriculum development and delivery.

**EDD 622  The School and Its Community Relationships**
3 hours; 3 credits
Examination of social forces affecting the school in American society. Socialization of the individual in the family, peer group, and community agency, in group educative processes, and in intergroup relations. Individual projects in testing general concepts through exploration of sociological phenomena in the local community.

**EDD 624  Multiethnic Approaches to Teaching**
3 hours; 3 credits
Examination of the role of race, gender, ethnicity, and class in education. Beginning with a self-assessment of the impact of these interconnected issues, students analyze learning environments, developing their own theoretical foundations for addressing race, gender, ethnicity, and social class in their classrooms. The course will focus on the works of Paulo Freire, Henry Giroux, bell hooks, and Sandra Harding, among others. This course fulfills the human relations requirement of the New York City Board of Education.

**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, cryptology, graph theory, geometry, and probability. Emphasis upon exploration, analysis, and problem solving. Intended for teachers who wish to extend their own knowledge of mathematics and enhance classroom pedagogy.
Prerequisites: Two courses in fundamentals of mathematics (equivalent to MTH/SLS 217 and 218)
EDD 628  Philosophy and Children
3 hours; 3 credits
Study of selected classics of Western philosophy. Creation of ways to bring philosophical issues, concerns, and practices into schools in forms accessible to students in grades K-12. Practice with community of inquiry teaching techniques.

EDD 630  Educational Seminar I
3 hours; 3 credits
Preparation for a student inquiry involving the collection of data on the processes and conditions of learning, including the identification of a topic, problem, or question for study, and the investigation of relevant literature. Students complete a critical literature review and design a project to be executed in EDD 631.
Prerequisite: Students must have completed at least 21 credits of the graduate program prior to entry

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

EDD 642  New Media of Instruction
3 hours; 3 credits
Students learn to apply new educational technology to enhance their own professional growth and productivity. They will use technology in communicating, collaborating, conducting research, decision making, and solving problems. Using the Internet as an educational resource and learning how to infuse technology in teaching and learning are the main goals of the course. Note: This course is not open to students who have successfully completed CSC 602.

EDE - Childhood Education (Elementary Education)

EDE 601  Teaching and Learning Social Studies in Elementary Education
3 hours; 3 credits
This course is designed to prepare prospective teachers for social studies instruction at the elementary level. The course examines the structures and concepts of the social studies as well as appropriate connections to other disciplines within the curriculum. Relevant research on child development and learning is incorporated, as are strategies to provide for students' special needs. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of fifteen (15) hours is included. Not open for students who have taken EDE 303 or its equivalent.

EDE 602  Teaching and Learning Reading in Elementary Education
3 hours; 3 credits
The methodologies and materials used in reading instruction and literacy development. Students will analyze and apply strategies, organizational designs, materials, and assessments for language and literacy teaching. Technology will be infused throughout the course to facilitate teaching and learning processes. Emphasis will be placed on addressing the needs of students in urban contexts, who reflect a range of abilities, experiences, and diverse cultural and linguistic communities. A fieldwork component of fifteen (15) hours is included. Not open for students who have taken EDE 302 or its equivalent.

EDE 603  Teaching and Learning Mathematics in Elementary Education
3 hours; 3 credits
The design and implementation of mathematics lessons that will address the needs of students with a variety of abilities, the integration of instructional technology into the curriculum, and multiple approaches to assessment of learning. The roles of context, culture, and language are explored as they relate to the development of mathematical ideas, strategies, and models in the elementary years. A fieldwork component of fifteen (15) hours is included. Not open for students who have taken EDE 303 or its equivalent.

EDE 604  Teaching and Learning Science in Elementary Education
3 hours; 3 credits
An inquiry approach to help entering teachers develop methods that foster and encourage elementary students to develop their natural curiosities about their world. Students will learn how to teach science within the context of the state and national science standards. The course will stress experiential teaching of science and refinement of students’ professional approach based on peer feedback and self-reflection. A fieldwork component of fifteen (15) hours is included. Not open for students who have taken EDE 303 or its equivalent.

EDE 608  Teaching Practicum I in Elementary Education
2 credits
Students complete 30 days in a mentored teaching experience in an elementary school setting in grades 4-6. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. 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, EDE 609, EDE 601, EDE 602, EDE 603, and EDE 604

EDE 609  Teaching Practicum II in Elementary Education
1 credit
Students complete 20 days in a mentored teaching experience in an elementary school setting in grades 1-3. 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. 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 credits
Practice and problem solving in student teaching in elementary schools.
Education Courses

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

EDE 630  Advanced Science Education for Elementary School Teachers, Grades 3-6
3 hours; 3 credits
Investigation of current curriculum improvement projects and new trends in elementary science education. Examination of conceptual schemes in the biological and physical sciences as they relate to the children’s “doing” of science in grades 3-6.

EDE 631  Advanced Science Education for Elementary Teachers, Grades 1-2
3 hours; 3 credits
An intensive exploration of current theory in science education in grades 1 and 2 with particular emphasis on the transformation of theory into classroom experience. Current research studies and related literature will be utilized to provide a conceptual framework within which modern trends in the discipline may be viewed.

EDE 640  Advanced Mathematics Education for Elementary School Teachers, Grades 3-6
3 hours; 3 credits
Examination of the conceptual structure in mathematics of the mathematics curricula for the elementary school in grades 3-6. Designed to assist the teacher in presenting these concepts, this course explores a variety of viewpoints concerning development and reinforcement of subject matter at successive levels. Prerequisite: At least two courses in mathematics at the 100 level or above.

EDE 642  Advanced Mathematics for Elementary School Teachers, Grades 1-2
3 hours; 3 credits
Analysis of the conceptual structures in mathematics as applied to grades 1 and 2. Developed to aid the teacher in communicating modern concepts of mathematics to young children.

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

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

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

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

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

EDP - Special Education

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

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

EDP 610  Psychology of Exceptional Children
3 hours; 3 credits
The psychological, educational, social, and communicative needs of exceptional children and theories of behaviorism and cognitive psychology as they relate to methods of instruction. All categories of exceptionality are covered, with emphasis on cultural and linguistic diversity. Students are required to spend ten 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. Co-requisite: EDP 640
EDP 611  Social Foundations of Special Education  
3 hours; 3 credits  
The historical and legal background of special education, a sociological view of disability, and the current state of special education including issues confronting the field, such as inclusion, professionalism, and ethics. The course is designed to broaden students’ understanding of the evolution of special education in the contexts of social, economic, and political influences. Students are required to spend ten hours in a variety of special education settings collaborating with teachers, parents, and professionals from multidisciplinary teams to expand their understanding of the field of special education.  
Prerequisite: EDP 610

EDP 612  Foundations of Special Education  
3 hours; 3 credits  
The psychological, historical, and social foundations of special education. All categories of exceptionality are covered, with emphasis on cultural and linguistic diversity. The course covers the current state of special education, including issues confronting the field, such as inclusion, professionalism, and ethics. Students are required to do ten hours of fieldwork in a variety of special education settings, including an inclusive setting. In the fieldwork, they will collaborate with parents and professionals from multidisciplinary teams to expand their understanding of the field of special education.  
Prerequisite: EDP 610

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. Ten hours of fieldwork in varied educational environments provide additional experiences in teaching English language arts and social studies.  
Pre- or corequisite: EDP 610 or EDP 612

EDP 622  Classroom Management in Special Education and Inclusive Classrooms  
3 hours; 3 credits  
The behavioral and psychoeducational approaches as they apply to classroom management. Techniques that increase desirable behaviors and techniques that ameliorate maladaptive behaviors are covered in detail for populations including those with mild/moderate, severe, and multiple disabilities. Preventive techniques are emphasized for classrooms in which teachers need to accommodate students with diverse levels of functioning, as well as diverse cultural and linguistic backgrounds. Ten hours of fieldwork in one setting help students apply the techniques reviewed during class. This course satisfies the NYC Board of Education human relations requirement.  
Prerequisite: EDP 610 or EDP 612

EDP 623  Classroom Management in Special Education II: Practical Applications  
3 hours; 3 credits  
This course emphasizes the skills and competencies required to observe, define, interpret, and manage inappropriate behaviors effectively. Procedures and materials designed to facilitate positive changes in behavior will be discussed.  
Prerequisites: EDP 610 and EDP 622

EDP 624  Reading: Assessment and Instruction in Special Education and Inclusive Classrooms  
3 hours; 3 credits  
Comprehensive coverage of the reading difficulties 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 connect assessment information to instruction. Ten hours of fieldwork in a variety of educational settings enhance students’ experiences in diagnostic techniques and appropriate linkages to instruction.  
Pre- or corequisites: EDE 602 and EDP 610 or EDP 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. Ten hours of fieldwork in a variety of educational settings increase students’ knowledge of activities and techniques that enhance reading comprehension.  
Pre- or corequisites: EDE 602 and EDP 610 or EDP 612

EDP 626  Principles of Assessment in Special Education  
3 hours; 3 credits  
Basic principles of measurement, diagnosis, and student evaluation, including domains of intelligence, achievement, language, and behavior. Formal and informal assessment techniques for classification and placement decisions are discussed. Authentic (performance-based) assessment techniques for instructional planning and ongoing assessment are also covered.  
Pre- or corequisite: EDP 610 or EDP 612
EDP 627  Assessment for Instruction in Special Education and Inclusive Classrooms
3 hours; 3 credits
The development, administration, scoring, analysis, and interpretation of informal assessment techniques in the language arts and mathematics. Principles of curriculum-based assessment and criterion referenced testing are covered in detail with emphasis on the construction of teacher-made tests. Students develop skills in observing, recording, and monitoring students' progress, and planning instruction in the context of classroom curriculum. Prerequisite: EDP 610

EDP 630  Practicum in Special Education
3 hours; 3 credits
Practicum in Special Education. Students complete 40 days or the equivalent in a mentored teaching experience: 20 days in a special education setting in grades 1-3 and 20 days in a special education setting in grades 4-6. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. 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: Students must have completed at least 18 credits of the graduate program, including EDP 610 and EDP 611, or EDP 612, prior to entry.

EDP 631  Teaching Practicum I in Special Education
2 credits
Students complete 30 days in a mentored teaching experience in a special education setting in grades 4-6. Students currently employed as teachers work with a faculty member, a cooperating teacher, and the school principal or designee to enhance learning for individual and groups of children of varying abilities. 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, EDE 604, and EDP 621

EDP 632  Teaching Practicum II in Special Education
1 credit
Students complete 20 days in a mentored teaching experience in a special education setting in grades 1-3. 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. 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: EDP 631

EDP 633  Student Teaching in Special Education
6 credits
Practice and problem solving in student teaching in elementary school special education settings. Students are required to be in attendance at an assigned school full-time (8:30am-3:00pm), five days per week. Students will teach in grades 1-3 for part of the semester and in grades 4-6 for part of the semester. 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, EDE 604, and EDP 621

EDP 635  Primary Support Systems in Special Education and Inclusive Classrooms
3 hours; 3 credits
Teachers are assisted in understanding and addressing issues pertaining to the related service needs of exceptional children and youth and their families, with focuses on issues of assessment, placement, and provision of related services; identification and prevention of child abuse (sexual, physical, emotional, neglect); and substance abuse. Supportive therapies and other resources addressing the diverse needs of exceptional children are also addressed. Prerequisite: EDP 610

EDP 640  Fundamentals of Research in Special Education
3 hours; 3 credits
This research-based course introduces students to various methods of inquiry that include principles of empirical research, basic statistical and measurement concepts, and criteria for evaluating published educational research studies. A proposal is developed that is the basis for the culminating research project that students complete in EDP 642. Prerequisite: EDP 610 or EDP 612

EDP 642  Research Project in Special Education
3 hours; 3 credits
This course is the second half of the research sequence. To complete the research projects they began in EDP 640, students review and synthesize the literature, collect data, apply statistical methods for data analysis where appropriate, and discuss the implications of their findings. The flexible design of the course allows students to develop their projects based on portfolios, curriculum design, or research reports that incorporate their understandings of the academic and social needs of students with disabilities, the field of special education, and issues inherent in inclusion. The final project represents the culminating experience of the program. Prerequisites: EDP 621, EDP 622, EDP 624, EDP 640, and EDP 680

EDP 643  Internship in Special Education I
2 hours; 2 credits
This two-sequence course emphasizes the philosophy, methods, and activities that reflect contemporary theories, research findings, and best practices in the field of special education, in group seminars or individual conferences. The fieldwork component will comprise internships with designated master teachers in special education classrooms. Faculty, master teacher, and graduate student will collaborate on various aspects of teaching and professional development. Prerequisites: EDP 610, EDP 621, and EDP 622.

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

EDP 650  Special Education in the Early Childhood Years
3 hours; 3 credits
This course will emphasize the comparison of normal child development to the special developmental discrepancies of the child with handicapping conditions in such areas as cognitive, motor, language, social, and behavioral functioning. Techniques of assessment, diagnosis, and program planning will be discussed. Emphasis will also be placed upon the needs of the family of young exceptional children.
Prerequisites: Admission to the Master's degree program in Special Education, Elementary Education, or Secondary Education; or the Sixth-Year Certificate Program, and EDP 610

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

EDP 665  Transition: Career and Vocational Education in Special Education
3 hours; 3 credits
Discussion of the link between school preparation and the post-secondary needs of exceptional children, youth, and young adults, covering the full range of transition options including post-secondary study in colleges or universities or in vocational programs, and employment in supported or community-based programs. Material will also be presented concerning independent living, recreational leisure activities, and life cycle needs.
Prerequisites: Admission to the Master's degree program in Special Education, Elementary Education, or Secondary Education; or the Sixth-Year Professional Certificate in Administration and Supervision program
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 program in Special Education, completion of EDP 610, EDP 620, or EDP 621, or their equivalent

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

EDP 680  Integrating Technology in Math and Science Instruction in Special Education and Inclusive Classrooms
3 hours; 3 credits
Computer applications to the math and science curricula in special education and inclusive classrooms. Introduction to a variety of strategies and instructional techniques for using computers in teaching concepts in science and mathematics to children with learning and behavior problems. The use and evaluation of computer software programs and Internet resources to promote children’s academic progress in mathematics and science are explored.
Prerequisite: Admission to the Master’s Degree program in Special Education, Elementary Education, or Secondary Education, or to the Sixth-Year Certificate program in Education Supervision and Administration.
Pre- or corequisite: EDP 610 or EDP 612

EDP 685  Perspectives on Normalization and Integration in Special Education
3 hours; 3 credits
The purpose of the course is to provide those involved in the education of individuals with special needs with an understanding of the philosophy of normalization and the cultural contexts within which this philosophy developed. The philosophy of normalizing the lives of individuals with disabilities originated in Denmark and was subsequently adopted in the United States. The course will address the implications of normalization on (1) the education and treatment of persons with disabilities, and (2) the relation of persons with disabilities to society at large. Students will specifically examine how the philosophy of normalization has been applied in Denmark and the United States, where it is embodied in the least restrictive environment principle of PL 94-142.
Prerequisite: EDP 610 or equivalent
EDS - Adolescence Education (Secondary Education)

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

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

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

EDS 604  Teaching and Learning Secondary School Science
3 hours; 3 credits
The pedagogy of science teaching and educational issues in science that are fundamental to teaching and learning. Pedagogical topics explored include learning-teaching styles, classroom organization and management, safety and equipment concerns, experimentation, lesson planning and execution, assessment and evaluation, and standards-based programs. Educational issues related to science teaching that will be explored include alternative conceptions and conceptual change theories. A thirty- (30) hour field component is included. Not open for students who have taken EDS 304 or its equivalent.

EDS 607  Integrating Curricula and Learning through Discovery
3 hours; 3 credits
Development of an interdisciplinary and discovery-based conceptualization of teaching that allows the disciplines to be viewed outside their area of teaching. Theories of interdisciplinary teaching, discovery learning, and technology are examined as instrumental in building connections between the school disciplines. Students work across disciplines to create integrated curricula informed by relevant research in human development and learning. Technology will be used to facilitate the application of interdisciplinary curricula and discovery learning in specific community, school, classroom, and student contexts. A fieldwork component of twenty (20) hours is included. Not open for students who have taken EDS 307 or its equivalent.

EDS 609  Teaching Practicum I in Secondary Education
2 credits
Students complete 30 days in a mentored teaching experience in an elementary school setting in grades 7-9. 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. 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 610, and EDS 601, EDS 602, EDS 603, or EDS 604

EDS 610  Teaching Practicum II in Secondary Education
1 credit
Students complete 20 days in a mentored teaching experience in an elementary school setting in grades 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. 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: EDS 609

EDS 611  Student Teaching in Secondary Education
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. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Graded Pass (P) or Fail (F). Prerequisites: EDD 602, EDD 610, and EDS 601, EDS 602, EDS 603, or EDS 604

EDS 654  Reading in the Content Areas
3 hours; 3 credits
Development of skills toward utilizing the reading process in content areas, the application of reading techniques as another approach to comprehension of subject matter, study of fundamental methods related to the reading process. (Not open to students who have had an undergraduate reading course.)

EDS 691  Advanced Studies in Teaching Secondary School Social Studies
3 hours; 3 credits
Guided individual and group study. Examination of the New York State curriculum in social studies along with testing requirements. Teaching
techniques as they apply to effective instruction in the social studies will be emphasized. Review of relevant research.

**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.

**EDS 693**  
**Advanced Studies in Teaching Secondary School Mathematics**  
3 hours; 3 credits  

**EDS 694**  
**Advanced Studies in Teaching Secondary School Science**  
3 hours; 3 credits  
A comprehensive review of the teaching/learning process in secondary school science. Emphasis upon cognitive learning, teaching strategies, curricula, and developing science literacy.

**Master of Arts in English (MA)**  
Program Coordinator: Professor Richard Currie  
English, Speech, and World Literature/Modern Languages Building (2S), Room 230  
Email: currie@postbox.csi.cuny.edu  
Telephone: 1.718.982.3683  
The program is designed for students who wish to enlarge their knowledge of English and American literature, to improve their critical skills in reading and in writing, and/or to improve their skills as teachers of writing. It is of interest to recent graduates, to students who wish to resume their education, and to teachers with professional (permanent) certification who wish to deepen their knowledge of English as they complete the master's degree.

Two options are offered, one with a concentration in literature and one with a concentration in rhetoric. Students electing the literature option will take at least five courses in literature; students electing the rhetoric option will take at least three courses in linguistics and the teaching of writing.

Thirty credits are required for the degree, seven four-credit courses and two credits of independent study that are awarded after passing the master's examination.

**Admission Requirements**

1. Bachelor of Arts degree from an accredited institution
2. At least 32 credits of undergraduate courses in English (excluding freshman composition)
3. A cumulative grade point average of 3.0 (B) or a grade point average of 3.0 (B) in English courses  
The Graduate Record Examination is not required for admission.

Students may be admitted conditionally with the approval of the Coordinator of the English MA Program; their admission will be reviewed after completion of two courses.

**Degree Requirements**

1. A grade point average of 3.0 (B) in all coursework
2. A grade of at least Pass (P) on the master's papers and master's examination
3. Seven courses (28 credits) chosen from Literature or Rhetoric:  
   Literature Option: seven courses (28 credits), including at least five courses in literature (700-level courses) that must include at least one course in English literature before 1800.  
   Rhetoric Option: seven courses (28 credits), including three in linguistics and the teaching of writing (600-level courses) with the remainder in literature.
4. Two master's papers  
The two master's papers will be course papers. Candidates will choose them in consultation with their instructors and submit them to the Coordinator of the English MA Program. The papers will be read by two faculty members and graded Honors, Pass, or Fail. The first paper is to be submitted before enrolling in a fifth graduate course, the second before taking the master's examination.
5. Master's examination  
The master's examination is intended to provide candidates an opportunity for further reading and independent study and to test their ability to read, interpret, and synthesize. They will select three of their courses for this examination and will be expected to answer questions with reference to works both assigned in those courses and on the supplementary reading lists provided by their instructors. Candidates with the Rhetoric Option may elect linguistics and the teaching of writing for two of their three courses.

   The master's examination is a three-hour written examination and is graded Honors, Pass, or Fail. Credit for two hours of independent study will be awarded upon passing.
6. Honors  
To earn the degree with Honors, a grade point average of 3.5 and grades of Honors on the master's examination and at least one of the master's papers are required.

The MA in English at CSI is not a research-oriented degree. There is no foreign language requirement for the MA in English at CSI. Students planning to continue graduate studies beyond the MA, however, should take note that most doctoral programs in English require a reading knowledge of at least two foreign languages, and the City University Graduate Center requires three, one ancient (Greek or Latin) and two modern.

**Courses**

**Linguistics and the Teaching of Writing**

**ENG 630**  
**Writing Across the Curriculum**  
4 hours; 4 credits  
An introduction to the principal issues, both theoretical and practical, in writing across the curriculum. Topics for reading and discussion will include: models of the writing process; kinds of writing; writing for learning and writing for testing; teaching English and teaching in the content areas. The class will develop a series of writing assignments in
content areas useful to its members.

ENG 640  Workshop in Creative Writing
4 hours; 4 credits
The particular genre will be announced each semester: poetry, fiction, playwriting, or creative non-fiction. 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 issues arising from the experience of the class as well as relationships among fact and value, reality and imagination, historical circumstance and myth.

ENG 660  Contemporary American Usage
4 hours; 4 credits
The study of standard American practice with regard to grammar, punctuation, quotations, bibliography, footnotes, and proofreaders’ marks.

ENG 662  Modern English Grammar
4 hours; 4 credits
A generative-transformational analysis of the English sentence and a normative approach to contemporary usage. An introduction to sentence diagramming according to the principles of generative grammar with attention to deep and surface structure and semantic features. Traditional grammar is reformulated in transformational terms and usage is taught with reference to generative theory.

ENG 663  Sociolinguistics
4 hours; 4 credits
The interaction of language with region, class, sex, and nationalism. Special consideration is given to Black English, urban dialects, and educational policy. An exploration of regional and class dialects, the reactions to them, and the historical reasons for their development. The differences between male and female speech as well as the different ways language refers to sex are considered. The debate over bidialectism in the schools is reviewed as well as the role of language in nationalism and questions of language policy in developing countries.

ENG 666  The Teaching of Writing
4 hours; 4 credits
An introduction to the principal issues, both theoretical and practical, in the teaching of writing. Topics such as the following will be approached through readings in the literature and class scrutiny of the participants’ own experiences as writers: relations between speech and writing, models of the writing process; standard English, bilingualism, and bidialectism; special problems of English usage and orthography; strategies for overcoming blocks and interferences; evaluation of growth in writing.

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

ENG 688  Composition Theory and Rhetorical Models
4 hours; 4 credits
Focus on recent developments that have brought new theories of writing and new methods of teaching to English classes. Among the schools of thought and research communities explored are expressivism, cognitivism, social-epistemic rhetoric, cultural studies, and critical pedagogy.
Prerequisite: Graduate students only

ENG 689  Studies in Composition and Rhetoric
4 hours; 4 credits
An in-depth study of single subjects in composition theory and contemporary rhetoric. Possible subjects could include: an in-depth study of a single paradigm; a study of a major figure in the field; an examination of a research methodology; an exploration of assessment models; an in-depth reading of a current controversy.
Prerequisite: Graduate students only

ENG 710  Studies in Literary Theory
4 hours; 4 credits
This course offers students the opportunity to think critically and self-consciously about the way they approach literary study. Students will gain an understanding of analytical discourses and practices in literary studies. Such understanding is necessary because it has become increasingly central to the field. Instructors are free to design the course according to various temporal or methodological frameworks.

ENG 734  Studies in Women and Literature
4 hours; 4 credits
This course investigates the rich diversity of American culture and literature. The instructors may choose various themes and time frames as they tailor a syllabus to fit this rubric.

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

ENG 736  Studies in African American Literature
4 hours; 4 credits
This course explores selected African American literary and critical texts as exemplars of African American literary traditions and participants in American literature. Emphasis is on close reading and analysis of various critical approaches to those readings. The course serves as introduction to the advanced study of texts drawn from all genres but may focus on any one in a given semester. The course will consist of readings in African American literary and critical texts, class discussion, written work, and oral reports.
Literature

ENG 719 Studies in Anglo-Saxon Literature
ENG 721 Studies in Medieval English Literature
ENG 722 Studies in the Literature of the English Renaissance
ENG 723 Studies in Restoration and 18th-Century English Literature
ENG 724 Studies in 19th-Century English Literature
ENG 725 Studies in 20th-Century English Literature
ENG 726 Studies in Shakespeare
ENG 727 Studies in American Literature before 1900
ENG 728 Studies in American Literature after 1900
ENG 729 Studies in Classical and Biblical Backgrounds to Literature
ENG 730 Studies in Modern World Literature
ENG 731 Studies in Drama
ENG 732 Studies in Fiction
ENG 733 Studies in Poetry
(4 hours; 4 credits each)
Each time a Studies course is offered, the Schedule of Classes for the semester will define, within the larger area of the course, its focus and the topic or topics for special investigation. Each course will include a supplementary reading list, a list of works important to the period or genre of the course but not assigned in it. Each course will include at least one paper that is explicatory in nature and one paper that involves additional reading in history, literary history, biography, or criticism. Each course will also have a final examination.

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

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

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

Courses
ESC 601 The Biosphere and Our Species
3 hours; 3 credits
A required course that covers the structure and function of the biospheric ecosystem on the planet Earth, and the impacts of our species upon it in terms of ecology, resource use and exploitation, sociopolitical aspects, economics, environmental ethics, and related topics. (Also creditable toward biology requirements.)

ESC 702 Community Ecology
3 hours; 3 credits
Function and integration of natural communities and ecosystems: trophic structure, energy flow, species diversity and dominance, stability and resilience, interspecific interactions. Selected topics from the current literature. (Also creditable toward biology requirements.)
Prerequisite: Ecology

ESC 703 Earth Science
3 hours; 3 credits
Ecological significance of physical geology and geochemistry; tectonics,
Environmental Science (MS)

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 710 Instrumentation for Chemical Analysis
6 laboratory hours; 3 credits
Lecture and laboratory work covering theories and applications of modern approaches to chemical analysis. Equal emphasis will be placed on physical theory and design and chemical theory and procedure. Topics include optometric and electrometric methods, magnetic resonances, radioactivity, and separation techniques applicable to analysis of environmental pollutants.

ESC 721 Methods in Environmental Analysis
6 laboratory hours; 3 credits
Collection and analysis of water, air, and soil samples in local terrestrial and aquatic habitats. Various sampling methodologies will be used in the field to collect data that will be analyzed and tested statistically. Prerequisites: Ecology, ESC 702 and 732, or permission of the instructor

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 man-made 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 731 Behavioral Ecology
3 hours; 3 credits
The role of behavior in the dynamics of populations; social behavior, the reproductive function of pheromones and hormones, mate selection, species isolating mechanisms, habitat selection, orientation and navigation. Laboratory and field evidence will be discussed. (Also creditable toward biology requirements.) Prerequisite: BIO 338 or equivalent

ESC 732 Population Ecology
3 hours; 3 credits
Ecological basis of fitness in natural populations; theory of evolution in stable and changing environments; genetic aspects of interactions between species; population dynamics and regulation; life tables. Case histories. (Also creditable toward biology requirements.) Prerequisites: Genetics and ecology

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

ESC 735 Biogeography
3 hours; 3 credits
Distribution of biomes of the world. Impact of geologic and climate change on the ranges of plants and animals. Experimental biogeography; models of colonization and insular evolution; effects of man on regional biota. (Also creditable toward biology requirements.) Prerequisites: Any two of the following: ecology, evolution, historical geology, or college geography

ESC 736 Systems Ecology
3 hours; 3 credits
Systems approach to energy flow, biogeochemical cycles, and resource management: systems measurement, description, analysis, and simulation modeling. Examination of systems studies in current literature. (Also creditable toward biology requirements.) Prerequisites: Ecology, calculus, statistics, and CSC 270 or equivalent or permission of the instructor

ESC 740 Experimental Design and Analysis
3 hours; 3 credits
Statistical analysis of research and survey data with emphasis on the design of experiments, regression analysis, and analysis of variance. Prerequisites: Introductory statistics, biometrics, or equivalent
ESC 743  Cellular Toxicology
(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  Microclimate and Air Pollution
3 hours; 3 credits
Topographic, vegetational, and human impact on local climates. Properties and biological implications of the active surface. Pollution as part of a meteorological system; the urban heat island, environmental photochemistry. (Also creditable toward biology requirements.)

ESC 752  Soils and Geohydrology
3 hours; 3 credits

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

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

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

Master of Arts in History (MA)
Program Coordinator: Associate Professor Richard Lufrano
History/Political Science, Economics, and Philosophy Building (2N), Room 208
Email: pandulo@postbox.csi.cuny.edu
Telephone: 1.718.982.2873
The past, like the sea, has its mysteries. For students drawn to explore them, the Master's degree in History at the College of Staten Island provides opportunities for personal growth and career development. The program meets the highest intellectual and professional standards of the historical discipline, offering training in the analytic and communications skills demanded by all the professions.

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

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

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

Admission Requirements:
For matriculated status:
1. Satisfactory completion of a bachelor's degree from an accredited college and a cumulative grade point average of at least 3.0. Students not meeting this requirement will be evaluated after an interview with the Program Coordinator and the admissions committee.
2. A superior record of accomplishment in undergraduate history courses, with at least a 3.0 average in these courses. Students not meeting this requirement will be evaluated after an interview with the Program Coordinator and the admissions committee.
3. Two letters of recommendation from teachers.
4. Students will be required to take the Graduate Records Examination (GRE).
5. Each applicant will provide a letter or statement not to exceed one typed page explaining why he or she is interested in pursuing graduate studies in history.
Non-matriculated graduate students and graduate students in the Education program, at the discretion of the Program Coordinator, may enroll in the program’s offerings on a space-available basis after program students have been accommodated.

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

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

Degree Requirements
The MA in History requires 32 graduate credits, with all graduate courses designated at four credits, for a total of eight courses. Students must take at least one course in each of four of the program’s five areas of concentration, the Historical Methods course, and either the thesis option or the project option.

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

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

a. In the preparation of a proposal seminar, thesis students will develop their topic, begin research, collect bibliography, and receive instruction in research methodology and historical writing. Students will choose a thesis director and second reader, normally from the department faculty.

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

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

a. In the preparation of proposal seminar, project students will develop the topic of their project, begin collection of relevant bibliography and materials for it, and investigate methods, including multimedia technology, for presenting their findings. Students will choose a project director and second reader, normally from the department faculty.

b. The project director will continue to supervise the project student during the fourth semester in the tutorial seminar. The project will be accepted in partial completion of the degree when the written report on it is approved by the seminar instructor, the project director, and the second reader.

Retention Requirements
At the discretion of the committee an oral presentation or demonstration of the project may also be required. High school teachers will be encouraged to relate their projects to the history/social studies curriculum of the secondary schools.

Courses
HST 701 Historical Method
4 hours; 4 credits
This course presents an advanced study of the philosophy and method of historical research, with particular attention to writing and teaching history. While intended to familiarize students with the traditions and current practice of the historical profession, the course will also acquaint students with specific problems in historical research reflected in the publications of the seminar instructor.

Courses in the areas of concentration:

HST 704 Topics in the History of Africa
4 hours; 4 credits
This course examines the history of Africa. Topics in the History of Africa will cover such issues as slavery in African societies, ethnicity, class, and power in twentieth-century Africa, Africa in the post-Cold War era.

HST 708 Topics in the History of the Middle East
4 hours; 4 credits
This course examines the history of the Middle East. Topics in the History of the Middle East will feature such issues as women and gender in Islam; the historiography of the Middle East; and the Middle East through literature and film. The approach will be predominantly historical, but perspectives from the different social sciences will deepen the analysis.
HST 710  Topics in the History of South Asia  
4 hours; 4 credits  
This course covers important issues in South Asian history. Topics in South Asian History present an examination of aspects of the social, political, and cultural history of India from the Mauryan to the Gupta periods, and Islamic rule from the Sultanate of Delhi to the Mughal period; Modern South Asia; a study of British imperial rule in South Asia and the development of India, Pakistan, Sri Lanka, and Bangladesh since independence.

HST 711  Topics in the History of East Asia  
4 hours; 4 credits  
This course covers important issues in East Asian history. Topics in East Asian history explored are: the Chinese Empire, covering the rise and evolution of the Chinese imperium; classical thought and religion, covering main philosophical schools, religions, and popular cults and sects; Sinic World covering the spread of Chinese civilization to the rest of East Asia and its transformation; Tokugawa/Qing societies and economies; rebellion and revolution in nineteenth- and twentieth-century Asia, post-war East Asian economic development, examining the economic “miracle” and its causes.

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

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

HST 720  Topics in Latin American History  
4 hours; 4 credits  
This course covers important issues in the early and later history of Latin America. Topics in Latin American history may include a study of the Iberian discovery of America and the conquest of the native peoples from 1492 to 1650, the role of the Catholic church in the Hispanicization of Iberian America, the Latin American wars of independence, reform and revolution in Latin America, race in Latin America, the twentieth-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 nineteenth 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 U.S. history that begins with Reconstruction and moves forward to contemporary issues. Important topics in the early history of the United States will be explored. These may include a selection of the following: racial encounters in the New World, the environmental history of the United States, the intellectual and cultural history of the American nation, colonial American history, the American Revolution and the early republic, Jacksonian America, and the Civil War era.

HST 726  Topics in U.S. History since 1865  
4 hours; 4 credits  
This course covers the period of U.S. history that begins with Reconstruction and moves forward to contemporary issues. Important topics in the history of the United States will be explored. These may include a selection of the following: Reconstruction, Gilded Age, and Progressive history; the history of American wars; the diplomatic history of the United States; American biography; America’s encounter with communism; the history of women in America; the history of the American west; American popular culture.

Options:

Thesis and Project Courses

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

HST 799  Thesis/Project Tutorial Seminar  
4 hours; 4 credits  
While students are working on their thesis/project under the supervision of their director they will also participate in the Thesis/Project Tutorial Seminar. The seminar instructor will monitor students’ progress on their thesis/project and supervise schedules of meetings with their directors. Students will present portions and drafts of their work in progress to the seminar for analysis and discussion.

Master of Arts in Liberal Studies (MA)
Program Coordinator: Professor David Traboulay
History/Political Science, Economics, and Philosophy Building (2N), Room 214
Email: traboulay@postbox.csi.cuny.edu
Telephone: 1.718.982.2877
The program is designed to provide students who have attained the bachelor’s degree the opportunity to study modern Western society,
culture, and thought through an intensive interdisciplinary examination of their origins and through comparison with other societies and cultures. The curriculum provides students with an integrated, sequential exploration of central works and topics in the liberal arts. The major focus is on the social sciences and humanities with attention paid to the development and impact of scientific thought and technological developments. There are seven required courses, two electives, and a master’s essay.

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

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

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

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

Applicants are accepted for fall semester admission.

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

1. All courses must be completed with a cumulative grade point average of at least 3.0 (B). The courses are LBS 710, 720, 730, 740, 750, 760, 770, 780, and electives, totaling 30 credits.
2. Students must complete a master's essay that will be an extended reflection on a problem of contemporary social and/or cultural interest drawing on the intellectual tradition of the liberal arts and on the student’s own values and analysis. The completed essay must be judged acceptable by the student’s master's essay adviser and by the Coordinator of the Master of Arts in Liberal Studies Program.

Courses

LBS 710  Roots of Modern Culture
3 hours; 3 credits
Consideration of the artistic and literary traditions inherited from the Renaissance and the significant classical revivals of the seventeenth and eighteenth centuries in order to identify and assess those divergent aesthetic movements in the nineteenth and early twentieth century that gave rise to modernism. An effort will be made to place works discussed in their fullest artistic, literary, philosophic, scientific, and historical context.

LBS 720  Roots of Modern Society
3 hours; 3 credits
An exploration of the transition of the Western world from an agrarian, rural society to an urban, industrial-technological society, and the accompanying changes in economic and political structure and social values through a study of selected works written during this period concerned with social, scientific, philosophical, and political analysis and theory.

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

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

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

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

LBS 770  Seminar: Values and Contemporary Issues
3 hours; 3 credits
A seminar in which the instructor and the students assist in developing ideas about topics of contemporary social and cultural concern that have been chosen by the students as subjects of their master's essay. Each student must have chosen a topic before the beginning of the seminar. In the seminar the instructor and students draw on the works read and discussed in the previous courses in the program to illuminate the topics of the essays. Drafts of portions of student essays are discussed.
Neuroscience (MS)

Required Courses

at least 3.0 (B) to remain in the program. Students must maintain a grade point average (GPA) of

The program consists of 37 credits: 31 credits in coursework and six

Degree Requirements

or better on the Test of English as a Foreign Language (TOEFL). Students should submit their scores no later than February 1 for fall

Admission Requirements

Students with bachelor's degrees in all fields may apply for admission provided they have taken two semesters of biology (with laboratory),

Admission Requirements

Students with bachelor's degrees in all fields may apply for admission provided they have taken two semesters of biology (with laboratory),

Alternative Courses

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

Courses

NSM 701 Neurobiology I
3 hours; 3 credits
An introduction to neuroscience through lectures, readings, and demonstrations with emphasis on the components of the field and the important techniques used for studying the brain and brain-related phenomena. A research paper is required.

Prerequisites: Admission into the program or permission of the instructor and one year of undergraduate biology and psychology

NSM 702 Neurobiology II
3 hours; 3 credits
Selected topics concerning functional brain anatomy and mechanisms regulating the activity of nerve cells and their development in organisms ranging from drosophila through vertebrates. Biochemical characterization of components and of processes occurring in the nervous system. Cellular events involved in learning and memory. The molecular basis of diseases of the central nervous system. A research paper is required.

Prerequisite: NMS 701

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

Prerequisite: Admission into the program or permission of the instructor

NSM 704 Mental Retardation and Developmental Disabilities II
3 hours; 3 credits
Current issues in mental retardation and developmental disabilities, which may include consumer-centered planning, practice standards, early intervention, diagnostic labeling, balancing access to services and

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

Program Coordinator: Associate Professor Evan Balaban
Email: balaban@postbox.csi.cuny.edu
Telephone: 1.718.982.3936

Biological Sciences/Chemical Sciences Building (6S), Room 320

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

Students with bachelor's degrees in all fields may apply for admission provided they have taken two semesters of biology (with laboratory),

two semesters of psychology, one semester of calculus, and one semester of statistics. Opportunities to remedy these deficiencies may be

or other science courses. Applicants will need to submit three letters of

recommendation, as well as their grades on the Graduate Record Examination (GRE) General Aptitude Test and the Advanced Test in

either biology, psychology, or, by permission of the Program Coordinator, another field. (The CSI number for the GRE is 13619.) Students should submit their scores no later than February 1 for fall admission. Students with English as a second language must score 550 or better on the Test of English as a Foreign Language (TOEFL).

Degree Requirements

The program consists of 37 credits: 31 credits in coursework and six

credits of thesis research, an oral preliminary examination, and a

thesis defense. Students must maintain a grade point average (GPA) of

at least 3.0 (B) to remain in the program.

Required Courses

BIO 605 Statistical Analysis
NSM 701 Neurobiology I
NSM 702 Neurobiology II
NSM 703 Mental Retardation and Developmental Disabilities I
NSM 704 Mental Retardation and Developmental Disabilities II
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 Thesis Research I
NSM 799 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.

Prerequisites: Admission into the program or permission of the instructor and one year of undergraduate biology and psychology

NSM 702 Neurobiology II
3 hours; 3 credits
Selected topics concerning functional brain anatomy and mechanisms regulating the activity of nerve cells and their development in organisms ranging from drosophila through vertebrates. Biochemical characterization of components and of processes occurring in the nervous system. Cellular events involved in learning and memory. The molecular basis of diseases of the central nervous system. A research paper is required.

Prerequisite: NMS 701

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

Prerequisite: Admission into the program or permission of the instructor

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

Prerequisite: NSM 703

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 neuroimaging techniques such as MRI, PET, SPECT, EEG, and MEG, which provide new approaches for investigating brain-behavior relationships. The neuroanatomical and neurophysiological properties that underlie cognitive functions such as perception, imagery, language, memory, and attention. Research from classical cognitive psychology, neuropsychology (i.e., lesion studies), and functional brain imaging.
Prerequisites: NSM 701 and NSM 702

NSM 710  Learning
3 hours; 3 credits
Theories of learning with representative studies and applied behavior analysis, with attention to learning impairments in individuals with mental retardation and developmental disabilities. Introduction to advanced behavioral preparations designed to assess learning, with special emphasis on learning impairments related to mental retardation and developmental disabilities. Basic processes and animal models of impairment related to developmental processes and analysis of current research paradigms in several areas.
Prerequisite: NSM 701

NSM 798  Master's Thesis I
NSM 799  Master's Thesis II
5 hours per credit; up to 3 credits a semester, for a total of up to 6 credits. May be repeated for credit. Research and thesis-writing under the supervision of a mentor. Topics may be chosen from all areas included in the program with the approval of the mentor and program faculty. Hours and credits per semester may vary, with 15 hours and 3 credits the maximum per semester.
Prerequisite: NSM 706, BIO 605, NSM 702, and NSM 705
Corequisite: NSM 703

Graduate Programs in Nursing
Graduate Program Coordinator: Professor Margaret Lunney
Nurse Practitioner Program Coordinator: Professor Elizabeth Wheeler
Marcus Hall (3S), Room 109
Email: lunney@postbox.csi.cuny.edu
Telephone: 1.718.982.3823

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

These programs are designed to meet health care workforce needs and to provide opportunities for graduate-level education to baccalaureate nursing graduates. The program requirements are consistent with the Clinical Nurse Specialist (CMS) competencies published by the National Association of Clinical Nurse Specialists, and the Nurse Practitioner (NP) competencies published by the Division of Nursing, U.S. Department of Health and Human Services. Nurses who successfully complete the programs are prepared to meet the needs of culturally diverse individuals, families, and communities and will have a competitive edge in the changing environment of health care.

Restructuring of health organizations has created new roles for nurses, especially those with master's-level preparation. Graduates of the Master's programs are eligible for certification as specialists in medical-surgical nursing or gerontological nursing through the American Nurses Credentialing Center (ANCC) and other certifications offered by ANCC and nursing specialty organizations. Graduates of the CNS/NP option are also eligible for certification as Adult Nurse Practitioner or Gerontological Nurse Practitioner.
Admission Requirements
Applicants should have a bachelor's degree with a major in nursing from an accredited school. A TOEFL score of 550 or higher is required for all students for whom English is a second language.

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

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 major;
2. Evidence of successful completion of undergraduate courses (or comparable learning experiences approved by the Admissions Committee) in nursing research, statistics, and health/assessment physical examination;
3. Two recommendation letters supporting the applicant’s potential for completing graduate studies; one must be from a current nursing supervisor or recent professor;
4. Personal statement of 300 words or more describing career goals;
5. Current RN license to practice in New York State.

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

Requirements for Retention
Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained in a graduate program. Students whose GPAs fall below 3.0 are on probationary status.

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

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

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

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

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

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

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

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

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

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

Electives: (0 credits)
**Post-Master’s Advanced Certificate in Adult Health Nursing**

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

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

**Admission Requirements**

A master’s degree in nursing and master’s level courses in pathophysiology, health assessment, and pharmacology are required. Candidates who do not have the required master’s level courses may take them before beginning the required nurse practitioner courses.

**Certificate Requirements**

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

**Required Nurse Practitioner Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NRS 725</td>
<td>Primary Health Care with Young and Middle-aged Adults</td>
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<tr>
<td>NRS 726</td>
<td>Primary Health Care with Older Adults</td>
</tr>
<tr>
<td>NRS 727</td>
<td>Role Practicum: Primary Health Care I</td>
</tr>
<tr>
<td>NRS 728</td>
<td>Role Practicum: Primary Health Care II</td>
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</tbody>
</table>

**Courses**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 670</td>
<td>Pathophysiological Concepts in Health and Illness</td>
<td>3</td>
<td>3</td>
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<tr>
<td>NRS 682</td>
<td>Advanced Pharmacology (Also BIO 682)</td>
<td>3</td>
<td>3</td>
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<tr>
<td>NRS 700</td>
<td>Transcultural Concepts and Issues in Health Care</td>
<td>3</td>
<td>3</td>
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<tr>
<td>NRS 701</td>
<td>Theoretical Foundations for Advanced Practice Nursing</td>
<td>3</td>
<td>3</td>
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<tr>
<td>NRS 702</td>
<td>Advanced Health Assessment</td>
<td>4</td>
<td>3</td>
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<tr>
<td>NRS 705</td>
<td>Health Organizations, Policy, Financing, and Ethics</td>
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<td>NRS 710</td>
<td>Collaborative Research for Advanced Practice Nursing</td>
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Emphasis will be pharmacodynamics, pharmacokinetics, and pharmacotherapeutics to supplement previous learning. Critical thinking and research data will be the basis for determining appropriate medications for adults of varied ages, medical problems, and health practices.

Prerequisites: Basic college-level pharmacology course and BIO 670

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

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

This course prepares students to develop advanced competencies in health assessment (health histories and health examinations), to analyze data, and to make clinical decisions.

Prerequisites: College-level course in health assessment/physical examination or the equivalent; matriculated or non-matriculated status in the graduate program

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

This core course is designed to prepare the student to achieve
intermediate proficiencies in the use of the research process and in the art of critique; and to function as a member of a collaborative research team. Representative topics are selected to provide a comprehensive basis for developing these proficiencies. A research proposal will be developed.
Prerequisites: MTH 113 or equivalent, NRS 321 or equivalent
Pre- or corequisites: NRS 700 and NRS 701

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

NRS 721 Role Practicum: Adults in Community Settings
12 hours; 3 credits
This preceptoried practicum course provides for application of theories and research to health promotion and disease prevention of healthy, chronically ill, and disabled adults from culturally diverse backgrounds, their families, and communities.
Corequisite: NRS 720

NRS 722 Advanced Practice Nursing with Adults in Acute Care Settings
3 hours; 3 credits
This course focuses on the caring and healing process in adults with acute illness and its impact on their families and communities.
Prerequisites: Matriculated status, NRS 702
Corequisites: NRS 682, NRS 723

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

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

NRS 725 Primary Health Care with Young and Middle-aged Adults
3 hours; 3 credits
Health promotion, health protection, and health restoration with young and middle-aged adults experiencing acute and chronic illnesses. Differential diagnosis and treatment of common health problems and human responses. The partnership model of working with consumers is emphasized and cultural aspects of living with acute and chronic illnesses are explored. Research findings and relevant theories for advanced practice nursing with young and middle-aged men and women are addressed.
Pre- or corequisites: BIO 670, BIO/NRS 682, NRS 700, NRS 701, NRS 702

NRS 726 Primary Health Care with Older Adults
3 hours; 3 credits
Health promotion, health protection, and health restoration of older adults experiencing acute and chronic illnesses. Differential diagnosis and treatment of common health problems and human responses. The partnership model of working with consumers is emphasized and cultural aspects of living with acute and chronic illnesses are explored. Research findings and relevant theories for advanced practice nursing with older men and women are addressed.
Pre- or corequisites: NRS 682, NRS 725, NRS 726

NRS 727 Role Practicum: Primary Health Care I
12 hours; 3 credits
A clinical course addressing health promotion, health protection, and health restoration of adults experiencing acute and chronic health problems. With preceptor supervision, students perform differential diagnosis and treatment of common health problems, including prescription of drugs and other medical interventions. Students use nursing theories and research in the nurse practitioner (NP) role, diagnose human responses, plan to meet positive health outcomes, and conduct nursing interventions.
Pre- or corequisites: NRS 720, NRS 721, NRS 722, NRS 725, NRS 726

NRS 728 Role Practicum: Primary Health Care II
12 hours; 3 credits
A clinical course addressing health promotion, health protection, and health restoration of adults experiencing acute and chronic health problems. With preceptor supervision, students perform differential diagnosis and treatment of common health problems, including prescription of drugs and other medical interventions. Students use nursing theories and research in the nurse practitioner (NP) role, diagnose human responses, plan to meet positive health outcomes, and conduct nursing interventions.
Pre- or corequisites: NRS 720, NRS 721, NRS 722, NRS 725, NRS 726

NRS 730 Research Utilization for Advanced Practice Nursing
3 hours; 3 credits
This course is designed to assist students in the development of intermediate skills in research utilization as they apply to adult health. Research utilization models, barriers to research utilization, evidence-based practice, statistical methods, and strategies for research utilization will be explored. Students will identify a particular practice problem and develop proposals to implement research findings into their chosen practice setting. The research utilization project is the capstone experience.
Prerequisite: NRS 710
NRS 799 Thesis Option
3 hours; 3 credits
The purpose of this seminar course is to individually guide students in applying the steps of the research process in actual settings. The process culminates in the presentation of findings as a written thesis. The course is graded Pass/Fail.
Prerequisites: NRS 710, matriculated status, permission of the program coordinator

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

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

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

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

General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.
Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (3-4 credits)

3. The West and the World: (4 credits)

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

5. Pluralism and Diversity Requirement: (0-4 credits)
See section on general education requirements in the Undergraduate Catalog for approved course lists and complete details.

Pre-Major Requirements: 37-39 credits
BIO 150 Human Anatomy and Physiology I 4 credits
BIO 160 Human Anatomy and Physiology II 4 credits
CHM 141 General Chemistry I 3 credits
CHM 121 General Chemistry I Laboratory 1 credit
CHM 142 General Chemistry II 3 credits
CHM 127 General Chemistry II Laboratory 1 credit
BIO 272 Biometrics 4 credits
or
MTH 214 Applied Statistics Using Computers 3 credits
MTH 123 College Algebra and Trigonometry 4 credits
or
MTH 130 Pre-Calculus Mathematics 3 credits
PHY 116 Physics I 4 credits
PHY 156 Physics II 4 credits
PSY 100 Psychology 3 credits
PSY 242 Developmental Psychology 4 credits

Major Requirements: 94 credits
53 undergraduate credits and 41 graduate credits
BIO 318 Histology 4 credits
BIO 332 Advanced Physiology 4 credits
BIO 342 Advanced Human Anatomy 4 credits
BIO 368 Neuroscience 4 credits
BIO 382 Pharmacotherapeutics 3 credits
BIO 432 Clinical Pathology 3 credits
PHT 210 Health Promotion for Self and Society 3 credits
PHT 200 Physical Therapy Praxis I: Basic Patient Skills 4 credits
PHT 230 Biomechanics and Kinesiology 3 credits
PHT 250 Physical Therapy Praxis II: Tests and Measurements 4 credits
PHT 270 Clinical Practicum I 3 credits
PHT 350 Physical Therapy Praxis IV: Cardiopulmonary Rehabilitation 4 credits

A clinical internship in a general hospital setting. Under the supervision of a licensed physical therapist, the student will integrate and apply coursework to provide quality care in the evaluation and treatment of patients with a variety of diagnoses. The emphasis is on exposure to and participation in the environment in which a staff therapist functions.
Prerequisites: PHT 300, PHT 350

PHT 300 Physical Therapy Praxis III: Therapeutics Modalities 3 class hours, 3 laboratory hours; 4 credits

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

PHT 310 Health Promotion for Self and Society 3 hours; 3 credits

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

PHT 350 Physical Therapy Praxis IV: Cardiopulmonary Rehabilitation 3 class hours, 3 laboratory hours; 4 credits

Application of principles of cardiopulmonary physiology to an understanding of pathology and disease and prevention. The student will learn to evaluate and treat chronic and acute cardiopulmonary problems, and to teach clients strategies for preventing cardiopulmonary dysfunction. The student will also learn to predict and manage cardiopulmonary dysfunction in patients with other primary diagnoses.
Prerequisite: PHT 250

PHT 370 Clinical Practicum II 40 hours per week, full-time for 8 weeks; 3 credits

An eight-week affiliation in a facility for the developmentally disabled that will serve to further refine and enhance students’ skills while building on past clinical experiences. Provides the opportunity for the student to concentrate on skills and increase poise and efficiency, especially in the area of the developmentally disabled.
Prerequisites: PHT 600, PHT 650

PHT 405 Research Methodologies 3 hours; 3 credits

Introduction to the scientific methods of inquiry used in research and...
Physical Therapy (BS/MS) 58

their meaning in physical therapy practice. Includes identification of problems, research design, methodology, and reporting of results. Application of computer technology to research is emphasized. Students begin to identify a research area of interest related to the developmental disabilities.
Prerequisite: PHT 250

PHT 600  Physical Therapy Praxis V: Orthopedic Evaluation and Treatment
3 class hours, 3 laboratory hours; 4 credits
Examines the theoretical applications of various mobilization techniques and pain and stress management for the orthopedic patient. Emphasis on joint and vertebrae evaluation and mobilization techniques.
Prerequisites: PHT 270, PHT 350

PHT 605  Research Design
3 hours; 3 credits
Emphasis will be placed in the acquisition of methods and techniques for extending the scientific base of knowledge for advanced physical therapy practice. Research studies that address questions of impact on rehabilitation and that are drawn from an interdisciplinary health perspective will serve as the focus for discussion. Research designs and related statistical processes will be examined in terms of their appropriateness for addressing various rehabilitation problems.
Prerequisite: PHT 405

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

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

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

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

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

PHT 650  Physical Therapy Praxis VI: Neumotor Facilitation
3 class hours, 3 laboratory hours; 4 credits
Evaluation of patients with neuromotor dysfunction and application of therapeutic techniques to facilitate improved neuromotor function. Introduction to theoretical applications of Bobath, Brunnstrom, Rood, and Voss. Also includes rehabilitation of the spinal cord patient.
Prerequisites: PHT 270, PHT 350

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

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

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

PHT 706  Research Seminar II
3 hours; 3 credits
Continuation of PHT 606: implementation of research study and preparation for submission for publication in a professional journal. Independent study with faculty advisement.
Prerequisite: PHT 606
Doctoral Programs
The College participates in several doctoral programs with the CUNY Graduate School and University Center. Please consult the Graduate Center Catalog for complete information on admissions and programs.

Doctoral Program in Biology (Neuroscience)
The College participates with the Graduate School and University Center, and in cooperation with the New York State Institute for Basic Research in Developmental Disabilities, in offering a PhD program in Biology with a subspecialty in Neuroscience. The program is designed to give the student advanced knowledge in physiology with emphasis on neurobiology and neurochemistry. State of the art neuroscience laboratories equipped with facilities for neuronal cell cultures, cell imaging microscopy, bioenzymatic analyses, protein purification, gene cloning, electrophysiology, and other advanced research procedures provide the setting for graduate training and doctoral dissertation research. Research emphasis is on neuronal development, synaptic plasticity, and molecular mechanisms underlying learning, memory, and developmental disabilities. Students are admitted to the program by the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 1.212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Evan S. Balaban, Department of Biology at CSI.

Doctoral Program in Computer Science
The College participates in the CUNY Graduate School and University Center's PhD program in Computer Science. Students wishing to specialize in the areas of artificial intelligence and data mining, multimedia and image processing, software engineering, management information systems, networks, telecommunications, or related areas may do much of their coursework and research at the College of Staten Island. Students are admitted to the program by the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 1.212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Miriam Tausner, Department of Computer Science at CSI.

Doctoral Program in Physics
The College of Staten Island is an active participant in the CUNY Doctoral program in Physics. Students in this program are advised to consult Professor William Schreiber, Department of Engineering Science and Physics at CSI.

Doctoral Program in Polymer Chemistry
The College participates with the Graduate School and University Center and Brooklyn College in offering a PhD program in Polymer Chemistry. Interested students may also study for the master's degree while in the doctoral program. The program is designed to give the student a broad background in chemistry along with an interdisciplinary approach to polymer science. Emphasis is placed on the relationship between the synthesis, structure, properties, and utilization of natural and synthetic polymers. Students are admitted to the program by the Graduate School and University Center (365 Fifth Avenue, New York, NY 10016; 1.212.817.7470; email: admissions@gc.cuny.edu; www.gc.cuny.edu) and are advised to consult Dr. Nan-Loh Yang, Department of Chemistry at CSI.

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

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

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.

CHM 800-890 (1-3 hours; 1-3 credits),
Graduate Topics in Chemistry
Courses in Selected Disciplines

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.

Topics Courses and Independent Study
Graduate courses are also offered as topics courses and as independent study. These courses are identified by the ALPHA designation for the discipline and an 800 number:

- Graduate Topics in XYZ: XYZ 800-890 (1-4 hours; 1-4 credits).
- Independent Study in XYZ: XYZ 891 (1 credit), XYZ 892 (2 credits), XYZ 893 (3 credits), XYZ 894 (4 credits).

(See the Schedule of Classes for each semester.)

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 be of interest also to students in fields other than education.

American Studies

AMS 661 Education and American Society
3 hours; 3 credits
The development of educational thought and practice in the United States. The school and other educational agencies viewed as cultural institutions affected by and shaping the political, economic, and social character of the nation.

Art

ART 893 Independent Study in Contemporary Painting
4 hours; 3 credits
The course is concerned with the techniques and theories of contemporary painting in its form as the modern heritage of Cezanne and Cubism and is intended for advanced painters.
Prerequisite: BA or BS with an art major, BFA, or permission of the instructor

Biology

BIO 602 Evolution for Secondary School Teachers
4 hours; 4 credits
A course dealing with evolution as it is understood today. It will cover the origin and evolution of the universe and life on Earth. Both the mechanisms of evolution and its historical record will be examined. Discussion of social, philosophical, and biological implications of evolution.
Prerequisite: Bachelor's degree with a major in a biological or physical science

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

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

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

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

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

**Cinema and Media Studies**

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

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

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

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

**Computer Science**

**CSC 602  Computing for Teachers I**  
4 hours; 4 credits  
Students will be instructed in the history of computers. Basic computer hardware will be discussed. Students will become computer literate by gaining experience in using a computer application program and additional commercial software and shareware. Integration of the computer into the classroom will be addressed by discussion and demonstration of a computer lesson. A major project will be required.

**CSC 702  Computing for Teachers II**  
4 hours; 4 credits  
Emphasis will be placed on acquiring the skills to teach computer programming at the lower grade levels. Instruction will be given in LOGO and BASIC. The mathematical basis of computing will be discussed along with elementary data structures.  
Prerequisite: CSC 602

**Dramatic Arts**

**DRA 601  Drama in the Schools**  
4 hours; 4 credits  
An examination of the role of drama in both its educational and social settings. Study of the ways in which drama may be used at the various levels of education—childhood through adult programs. Creative drama as a process as well as educational theater as a product. Drama as a teaching tool in the general curriculum as well as drama as a subject of aesthetic education.  
Prerequisite: A bachelor’s degree. Undergraduate juniors and seniors may enroll with the permission of the instructor.

**Environmental Science**

**ESC 602  Environmental Science for Elementary School Teachers**  
3 hours; 3 credits  
The course covers the basic scientific concepts that underlie the structure and function of the biospheric ecosystem. Topics include the impacts of human activities in terms of ecology, sociopolitical aspects, economics, environmental ethics, and other topics as they relate to elementary teachers. (Not creditable toward Environmental Science Master’s degree.)

**Geography**

**GEG 601  Geography of Ordinary Landscapes**  
4 hours, 4 credits  
Examines everyday environments. Explores physical, architectural, political, and economic conditions that shape these landscapes and their impact on cultural life.

**History**

**HST 601  Intellectual History of Europe: Medieval Inheritance I**  
4 hours; 4 credits  
Topics in medieval intellectual history (ca. 300 - 1050) to be examined include classical, Jewish, and early Christian elements in medieval thought, the Latin Fathers, Byzantine and Islamic contributions to the West, Germanic ideas and institutions. Special attention will be given to the secondary authorities in the field. Reports and papers will form the basis of class discussion.

**HST 603  The Classical Inheritance**  
4 hours; 4 credits  
Various aspects of Greco-Roman history with special emphasis on the characteristic contributions of the classical world to the development of European civilization. Some previous coursework and/or reading in the history of classical antiquity is recommended.

**HST 604  Tudor and Stuart History**  
4 hours; 4 credits  
Readings in the controversial literature concerned with (1) the sixteenth-century administrative revolution and (2) the constitutional and social crisis of the seventeenth century. The emphasis will be on the political and social history of the period 1540-1640. A general knowledge of modern European history or of British literature in this period is presupposed.

**HST 605  War and Society in the Modern World**  
4 hours; 4 credits  
The history of war from the early modern period to the present. War will be studied as a social and political phenomenon. The focus will be on European rather than American experience until the twentieth 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 eighteenth-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.
Courses in Selected Disciplines

HST 607  Nineteenth-Century Europe
4 hours; 4 credits
A study of classic works and recent literature dealing with selected topics of nineteenth-century European history. There will be an effort to acquaint students with basic primary sources of information as well as with secondary literature. The emphasis will be on continental Europe. A reading knowledge of a European language is presupposed.

HST 610  Europe in the Twentieth Century
4 hours; 4 credits
The range of the European experience from 1914-1945 runs from a position of world hegemony to the nadir of sociopolitical collapse. This course will explore the major events and forces—the nature of modern war and peacemaking, the challenge of Communist revolution, the shock of fascism, the failure of the liberal states, and the rise of the superpowers—that shaped contemporary European civilization.

HST 614  America’s Origins
4 hours; 4 credits
History of the 13 British colonies, from their settlement through the Revolution. The material and ideological forces that helped to create the new nation will be examined. Among the topics to be discussed will be Puritanism, slavery, mercantilism, and the political development of the colonies. The last part of the course will examine the reasons for and significance of the American Revolution.

HST 624  U.S. History: 1900-1940
4 hours; 4 credits
Readings, analysis, and reports of the major historical accounts of Progressivism, World War I, the 1920s, and the New Deal period including social, political, and intellectual themes.

HST 625  Gender and Modern Consciousness
4 hours; 4 credits
An examination of the category of “gender” as an area illuminating the social sciences, particularly history and modern sociology; in recent scholarship.

HST 626  Historical Themes and Interpretations
(Also EDD 626)
3 hours; 3 credits
Examination of selected themes in world history, such as nationalism, globalization, minorities and society, religion and the state, and humans and their environment. Each semester the course will focus on the development of one theme, affording students the opportunity to deepen their interpretation through case studies, critical analysis of texts, museum work, and Internet research.

HST 700  The Russian Revolution: 1917-1991
4 hours; 4 credits
This course will examine the historiography of the 1917 Revolution and the ensuing Soviet state, the origin of Stalinism, and the various political trends in this emerging Russian historiography. Major 1991 political events in ex-Soviet Union countries will be examined as well as contemporary social movements.

Mathematics

MTH 612  Introduction to Mathematical Logic
4 hours; 4 credits
A development of the propositional calculus and the predicate calculus with special emphasis on their mathematical aspects and applications. The course covers formal axiomatic theory, validity, provability, consistency, and completeness. Prerequisite: MTH 235 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, cryptology, graph theory, geometry, and probability. Emphasis on exploration, analysis, and problem solving. Intended for teachers who wish to extend their own knowledge of mathematics and enhance classroom pedagogy. Prerequisites: Two courses in fundamentals of mathematics (equivalent to MTH/SLS 217 and 218) or permission of the department

MTH 632  Foundations of Number Theory
4 hours; 4 credits
Number theory: mathematical induction, factorization and fundamental theorem of arithmetic, the division and the Euclidean algorithms, linear diophantine equations, congruence of classes in integers, modulo n, famous problems in number theory, arithmetic
functions, elementary theory of the distribution of primes, quadratic reciprocity, and solutions of systems of congruence equations. 

Prerequisite: MTH 233 or MTH 236 or permission of the department

MTH 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.

MTH 651  Functions of a Complex Variable
4 hours; 4 credits

Prerequisite: MTH 233 or MTH 236 or permission of the department

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

Prerequisite: MTH 233 or MTH 236 or permission of the department

MTH 681  Theory of Topology
4 hours; 4 credits
Set theory; topology of the real line, Cauchy sequences, open sets, connected sets, limit points and closed sets, bounded sets, compactness, continuous functions; topological spaces, mappings, subspaces, homeomorphisms; metric spaces.

Prerequisite: MTH 233 or MTH 236 or permission of the department

MTH 690  Applied Mathematics for Secondary School
4 hours; 4 credits
An application of algebra, trigonometry, and calculus to the analysis and description of wave motion. The theory of transverse and longitudinal waves, the propagation of these waves, as well as applications to a variety of problems in nature will be studied. Applications will be chosen from the study of sound and light waves, water waves, the sound of music, traffic flow, shockwaves, and wave mechanics. Historical and cultural aspects will be stressed.

Political Science

POL 636  The Judicial Process
3 hours; 3 credits
A study of the powers and weaknesses of, and the checks upon, the court systems in the United States. Special attention will be given to the role of the Supreme Court and its functions in dealing with government regulation of business and in protecting minorities.

POL 643  The Russian Revolution
3 hours; 3 credits
A review of the Russian pre-revolutionary socialist tradition with special emphasis on the Leninist theory and the Bolshevik practice. Russia at war and the disintegration of the Czarist empire. The Russian Revolution, the Bolshevik takeover, and the civil war struggle. Soviet government and politics under Lenin.

POL 735  American Government and Politics
4 hours; 4 credits
A study of the structure and operations of the American political system, the process of its evolution, the philosophical principles and theories on which it rests, and the social pressures and forces operating on it.

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

Science

SCI 602  Philosophy of Science
4 hours; 4 credits

Prerequisite: Two semesters of science
SCI 605 Science and Educational Policy in the United States for Secondary Science Teachers

4 hours; 4 credits
Scientific activity from the beginning of the republic to the present day will be surveyed, with special concern devoted to the major shifts in science and education policy since the depression, and the economic, social, and political forces that influenced public support for scientific research and education during the post-war period. Also, current issues affecting many levels of society and the way the public views science will be discussed. Original scientific papers and various other materials surveying the leading developments over the last half a century will be utilized.
Prerequisite: Bachelor's degree with a major in a biological or physical science or permission of the instructor
New York State Registration

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

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

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

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

About the College, 7
Academic integrity (plagiarism), 17
Academic policies and procedures, 16
Academic Services/Student Services, 18
Accreditation, 8
Admissions, 9
Adolescence Education (MSEd), 32
Adult Health Nursing (MS), 52
Advisement, 16
Attendance policies, 16
Biology (MS), 20
Biology (PhD), 59
Campus Center, 18
Center for Developmental Neuroscience and Developmental Disabilities, 8, 51
Center for Environmental Science, 8
Center for International Service, 18
Center for the Arts, 18
Childhood Education (MSEd), 30
Cinema and Media Studies (MA), 23
College Calendar, 6
Computer Science (MS), 26
Computer Science (PhD), 59
Courses
American Studies, 60
Art, 60
Biology, 21, 60
Cinema and Media Studies, 25, 61
Computer Science, 27, 61
Dramatic Arts, 61
Education, 34
English, 43
Environmental Science, 45, 61
Geography, 61
History, 48, 61
Liberal Studies, 50
Mathematics, 62
Neuroscience, 51
Nursing, 54
Physical Therapy, 57
Political Science, 63
Polymer Chemistry, 59
Science, 63
Degree requirements, 16, 20
Disability Services, 18
Doctoral programs, 9, 59
Education, 29
Education Supervision and Administration, 34
Email accounts, 19
English (MA), 43
Environmental Science (MS), 45
Evening, Summer, and Weekend Sessions, 18
Fees, 11
Financial Aid, 13
Gerontological Nursing (MS), 52
Grading policy, 17
Health Services, 18
History (MA), 47
I.D. cards, 17
Independent Study, 16, 60
Information Technology, 19
Learning Processes (PhD), 59
Liberal Studies (MA), 49
Library, 18
Matriculation fee, 11
Neuroscience (MS), 51
Neuroscience (PhD), 59
Non-Matriculated status, 9
Nursing, 52
Physical Therapy (BS/MS), 56
Physics (PhD), 59
Plagiarism (Academic Integrity), 17
Polymer Chemistry (PhD), 59
Post-Master’s Advanced Certificate in Adult Health Nursing, 54
Post-Master’s Advanced Certificate in Gerontological Nursing, 54
Psychology (PhD), 59
Readmission, 9
Registration, 16
Requirements
academic policies, 16
admission, 9
degree, 16, 20
financial aid, 13
residency, 11
Research Centers, 8
Retention, 16
Scholarships, 14
Sixth-Year Professional Certificate in Education Supervision and Administration, 34
Special Education (MSEd), 53
Sports and Recreation Center, 19
Student Services, 19
Student status, 15
Topics courses, 60
Transfer credits, 16
Tuition and fees, 11
Veterans, 9
Travel Information

2800 Victory Boulevard

Victory Boulevard buses - St. George/Travis
S62 - frequent weekday service and service every 30 minutes on Saturdays and Sunday.
From 8:30am to 11:30pm, to the ferry, and from 7:30am to 12:20am, from the ferry, the S62 makes a stop inside the Victory Blvd. entrance to the campus.
S92 - commuter schedule from Travis every 15 minutes from 6:30 to 7:42am and from St. George every 15 minutes from 4:50 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 - 86th Street and 4th Avenue/College of Staten Island campus
Limited service Monday-Friday
Departs 86th Street at 6:55am, 7:55am, 8:55am
Departs CSI at 3:00pm, 5:00pm, 7:00pm.

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

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

By automobile from the Staten Island Expressway (Interstate 278):
Traveling westbound on the Staten Island Expressway from the Verrazano-Narrows Bridge, take the Victory Boulevard Exit (#10). At Victory Boulevard, turn left and continue under the Expressway and turn left into the campus at the first traffic light. Eastbound on the SI Expressway, take the Victory Boulevard Exit (#8) and turn left onto Victory Boulevard, and turn right at the traffic light to enter the campus.

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

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

Van for Disabled
Dispatched by the Office of Operational Services or Security as requested (extension 3220 or 2112).
Campus Center ................1C
Computer Science ..............1N
Engineering Sciences and Physics
History ............................2N
Political Science, Economics, and Philosophy
Business .........................3N
Engineering Technologies—West
........................................4N
Engineering Technologies—East
........................................5N
Sports and Recreation Center ..1R
The Children's Center ............2R
Center for the Arts ..............1P

Library .............................1L
Mathematics .......................1S
English, Speech, and World Literature
Modern Languages
Education ..........................3S
Psychology ..........................4S
Sociology, Anthropology, and Social Work
Marcus Hall .......................5S
Nursing
Biological Sciences ..............6S
Chemical Sciences

South Administration ..........1A
North Administration ............2A
West Administration ............3A
Campus Services and Central Plant

Loop Bus Stops
MTA Bus Stop
Statement of Nondiscrimination

The College of Staten Island is an Equal Opportunity and Affirmative Action institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

Ms. M. Lin Wu, Esq. is the College Affirmative Action Officer, Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and Coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. Her office is located in the South Administration Building (1A), Room 103, and her telephone number is 1.718.982.2250.

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

For information, telephone:
College of Staten Island 1.718.982.2000
Office of Student Recruitment/Admissions 1.718.982.2010
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